

# RECORD COPY

Restricted circulation

VOCATIONAL TRAINING PROGRAMME FOR RURAL WOMEN -  
KERALA

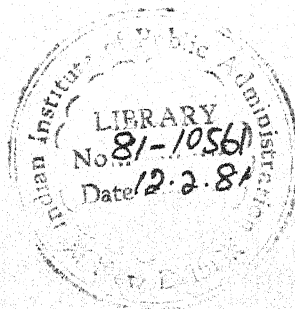
A Report  
Submitted to the Ministry of Labour, Government of  
India

(ILO/SIDA Project)

KAMTA PRASAD  
SHANTA KOHLI CHANDRA  
M. SEETHARAM

Centre for Rural Development Administration,  
The Indian Institute of Public Administration  
Indraprastha Estate, Ring Road,  
NEW DELHI-110002

JANUARY 1981



IIPA LIBRARY



### Acknowledgements

The Ministry of Labour, Government of India entrusted the Indian Institute of Public Administration, New Delhi with the study on "Vocational Training Programme for Rural Women - Kerala". The project was to be carried within the broad framework of objectives laid down by the Ministry of Labour. Broadly speaking these objectives related to existing facilities and future expansion. Though the time at our disposal was very short, we have been able to complete the work in time due to the cooperation & assistance that we received from all concerned.

We are extremely grateful to Shri T.N. Chaturvedi, Director, Indian Institute of Public Administration for his encouragement and guidance throughout the period of the project. Our thanks are due to Shri Brij Bhushan, Registrar, Indian Institute of Public Administration for extending administrative help at every step to make us succeed in completing the project in time.

We are indebted to the Directorate of Employment and Training, Kerala for all the hospitality and help given to us during our stay in Kerala. Our special thanks are due to Shri V.K.K. Menon, Director, Employment & Training, Shri K.K. Madhvan, Joint Director of Employment, Shri N. Unnikrishnan, State Employment and Market

E the  
ing  
Kalra,  
s and  
e for  
nd the  
with  
rika of  
ful to

raining,  
T.)  
eir

ra



Information Officer, Shri P.S. Ravindran Nair, Administrative Officer, Smt. Pennamma Jose, Dy. Chief University Employment Bureau, all of Kerala Government. The senior officers from the State and the districts representing different departments like, Industries, Fisheries, Agriculture, Animal Husbandry, Social Welfare, Technical Education, Economics and Statistics, Health, who participated in the meetings and with whom we had discussions gave us some very useful suggestions.

In Quilon District we got all the help and hospitality from the district administration. We are grateful to Shri Madhavan, District Collector, Shri Shashidharan, Asstt. Development Commissioner, Shri Gopalan Nair, Training Officer and Shri Sreedharan, Distt. Employment Officer. We are thankful to Shri V. Jasudasan, Ms. Kanakam Pillai, B. Ramadevi Pillai, Sudhamma Verghese, G. Sarojini Amma and G. Maria Kutty for helping us in the field work with honesty and efficiency.

We are grateful to Shri Subhash Misra, Smt. S. Mehrishi and Shri Om Prakash Sharma for helping us in the analysis of the field data.

We are thankful to the Secretarial staff of the Indian Institute of Public Administration consisting of Shri Surendra Pal Sharma, Shri Tilak Raj, Shri Kalra, Smt. Vimla Sharma and Ku. Meena Wadhawa.

Our thanks are also due to the Publications and office of the Academic Activities of the Institute for getting the stencils rolled, cover page printed and the report bound. Shri Kaushik ungrudgingly helped us with the map work. We are also thankful to Ms. N. Hazarika of D.D.A. for the help extended by her. We are thankful to all those who helped us in one way or the other.

Last but not the least we are thankful to Lt. Col. K.C. Saxena, Director of Apprenticeship Training and Ku. A. Sarvaria, Deputy Director of Training, Government of India, Ministry of Labour (D.G.E. & T.) for the help and cooperation provided by them & their office.

Kamta Prasad  
Shanta Kohli Chandra  
M. Seetharam

January 20, 1981.

CONTENTS

	Page No.
Acknowledgements	i - iii
List of Tables	v - ix
List of Figures	ix - ix
Chapter I - INTRODUCTION	1 - 6
Chapter II - OBJECTIVES AND METHODOLOGY OF THE STUDY	
Objectives - Methodology - Selection of the District - Selection of Taluks, Blocks and Panchayats - Selection of households - Instruments of data collection	7 - 20
Chapter III - KERALA - A SOCIO-ECONOMIC PROFILE	
Kerala at a glance - Topography - Area and Population - Rural Urban Population - Sex-ratio - Age - Literacy - Religion - Scheduled Castes and Scheduled Tribes - workers, non-workers - Occupational distribution of workers in the organised sector - Socio-economic problems.	21 - 48
Chapter iv - QUILON - THE SELECTED DISTRICT	
Topography - Area and population - Occupational distribution - Infrastructure facilities - Agriculture and allied activities - Marine resources - Industrial profile - Sample survey details.	49 - 65
Chapter V - EXISTING TRAINING FACILITIES	
Brief history - The present position - different types of institutions	66 - 81
Chapter VI - TRAINING FACILITIES - AN OVERALL EVALUATION	
Adequacy - Scholarships and stipends - Geographical distribution - Position of women - Production-cum-Training-Programme	82 - 98

Chapter VII - TRAINING NEEDS - SOME GENERAL  
CONSIDERATIONS

Job-oriented training programmes - Nature of  
employment and training -  
Duration of training - Training for self-  
employment - Mobile training - Production-cum-  
Training Programme. 99-115

Chapter VIII - TRAINING NEEDS - TYPES OF TRADES AND  
VOCATIONS

Existing courses of study - Need for  
diversification - Emphasis on new vocations -  
Suggestions of rural women - Priority for  
training in modern household industries -  
Other household industries - Agro-based  
industries - Fisheries and forests -  
Other vocations - Summing up. 116-143

Chapter IX - ORGANISATIONAL ASPECTS

Existing organisational pattern - Suggested  
organisation 144-153

Chapter X - SUMMARY OF IMPORTANT FINDING AND  
RECOMMENDATIONS

154-167

References

168-170

List of Tables

Chapter II.

- 2.1 Table showing factors on the basis of which selection of the District was made (Page No.13).
- 2.2 Table showing Taluk and Panchayat-wise distribution of surveyed households (Page No. 19).

Chapter III.

- 3.1 Table showing population of Kerala - District-wise 1971-81 (Page No. 24).
- 3.2 Table showing Area, Population and Density District and sex-wise (Page No. 25).
- 3.3 Table showing percentage area and population of states in India 1971 (Page No. 26).
- 3.4 Table showing State-wise female Participation-Rates by Rural & Urban 1971 (Page No. 29).
- 3.5 Table showing sex-ratio of Population by Districts in Kerala 1971 (Page No. 31).
- 3.6 Table showing distribution of working force in Kerala by Industrial Category, Sex, Rural and Urban-wise (1971) Census (Page No. 36).
- 3.7 Table showing Percentage of working Population District-wise 1961 and 1971 (Page No. 37).
- 3.8 Table showing Daily status unemployment by states 1972-73 (Page No. 38.)
- 3.9 Table showing Employment and Unemployment of usually occupied women workers belonging to agricultural labour households 1974-75 (Page No. 39).
- 3.10 Table showing average daily earnings of women belonging to agricultural labour households in 1974-75 (Page No. 40).
- 3.11 Table showing disparity between earnings of men and women workers 1974-75 (Page No. 40).
- 3.12 Table showing occupational distribution of Public Sector (1972) and Private Sector (1973) (Page No. 43).

Chapter IV.

- 4.1 Table showing name of the Taluks, Towns & Blocks in Kerala (Page No. 49).
- 4.2 Table showing Sex-wise Population in Taluks (Page No. 50).
- 4.3 Table showing Sex-ratio in Kerala 1901-1971 (Page No. 50).
- 4.4a. Table showing occupational distribution of work force 1971 (Page No. 51).
- 4.4b Table showing Taluk-wise occupational Distribution of the work force in Quilon District 1971 (Page No. 52).
- 4.5 Table showing Distribution of Landholdings Quilon (Page No. 56).
- 4.6 Table showing Principal Crops in the District (1977-78) (Page No. 57).
- 4.7 Table showing population of livestock and poultry 1977, (Page No. 58).
- 4.8 Table showing estimated growth in Net Stock of Cross-breed Cows 1980-84 (Page No. 59).
- 4.9 Table showing Age in years of sample household members (Page No. 63).
- 4.10 Table showing marital status of sample household members (Page No. 63).
- 4.11 Table showing Educational level of sample household members (Page No. 64).

Chapter V.

- 5.1 Table showing District-wise number of Technical Institutions - 1980 (Page No. 70).
- 5.2 Table showing distribution of Production-cum-Training Centres run by the Harijan Welfare and Tribal Welfare Departments (Page No. 75).

- 5.3 Table showing Details of Training Programmes of Khadi and Village Industries Board (Page No. 78).

Chapter VI.

- 6.1 Table showing Vocational familiarity of the survey household members (Page No. 82).
- 6.2 Table showing types of training received by the survey household members (Page No. 83).
- 6.3 Table showing respondents awareness of Vocational and Technical Training (Page No. 84).
- 6.4 Table showing perception about use of training facilities for rural women (Page No. 85).
- 6.5 Table showing extent of use of Training facilities by rural women (Page No. 86).
- 6.6 Table showing reasons for non-utilisation of training facilities by rural women (Page No. 86).
- 6.7 Table showing stipends or scholarships received by the survey household members (Page No. 88).
- 6.8 Table showing district-wise distribution of Private Industrial Schools 1975-76 (Page No. 90).
- 6.9 Table showing preferred location of Training Centres (Page No. 91).
- 6.10 Table showing preference of instructors (Page No. 93).
- 6.11 Table showing enrolment in Industrial Schools (Page No. 95).

Chapter VII

- 7.1 Table showing employed women by period of employment for the survey households (Page No. 100).
- 7.2 Table showing attitude of men towards work by women for the survey households (Page No. 101).
- 7.3 Table showing Perception of Prospects of Employment after training by the survey households (Page No. 102).
- 7.4 Table showing perception of project of marketing products produced after training by the survey households (Page No. 103).
- 7.5 Table showing relation between vocational training and placement by the survey households (Page No. 104).
- 7.6 Table showing employed women by type of employment for the survey households (Page No. 106).
- 7.7a Table showing actual nature of employment of the employed for the survey households (Page No. 107).
- 7.7b Table showing preference for nature of employment of the unemployed for the survey households (Page No. 107).
- 7.8 Table showing duration of training for the survey households (Page No. 108).
- 7.9 Table showing preferred duration of training programme for the survey households (Page No. 110).
- 7.10 Table showing free time available with rural women from the survey household (Page No. 111).

Chapter VIII

- 8.1 Table showing familiarity in the different vocations from the survey households (Page No. 125).



(ix)

- 8.2 Table showing occupational distribution of the employed women for the survey households (Page No. 127).
- 8.3 Table showing preferred nature of work of unemployed females from the survey households (Page No. 129).
- 8.4 Table showing suggested vocations for training by rural women for themselves (Page No. 131).

List of Figures

Fig. I Quilon District Map (Page No. 50).

Fig. II Location of Vocational Training Centres: Quilon District (Page No. 60).

## CHAPTER I

### INTRODUCTION

Of late, there has been an increasing concern with the status of women in society in the world at large. The matter has been engaging the attention of thinkers and social leaders in different countries and has also been discussed at several world forums. The subject has attracted considerable interest in our country where women have traditionally occupied high status and where government has been trying its best to create opportunities for their advancement so that they are not deprived from playing a significant role in the modern world dominated by education, science and technology. A national committee on the status of women had been appointed in the year 1971 which submitted its report in 1974. There has been an increasing emphasis on education of girls and necessary facilities like schools, colleges, training institutions have been opened from time to time as a result of which there is a considerable number of women in a number of modern establishments in urban areas such as government departments, private enterprises, large industrial undertakings, commercial agencies etc. Women occupy important positions in country's intellectual, administrative and even political life. Programmes of education & training have helped to raise the status of women in our society.

However, women in rural areas - and the bulk of women in India belong to this category - have not been able to march ahead with those in urban areas. The percentage of rural women educated or trained in some vocation is far lower than the urban women on the one hand and rural men on the other. There has been an increasing realisation that improvement in their earning power is one of the more important methods of raising their status in society. Researches done at the micro level have shown how those women who have an independent means of earning command more power and respect in the family. Moreover, female employment, supplements family income and raises its economic status. In a country like ours where, about 50 per cent of rural households are below the poverty line, it will go a long way in raising the family income if the female members are also provided with gainful employment.

It is true that the rural women in India do not sit idle. They perform a number of duties such as household work, childcare, working on the farm, animal husbandry etc. which keep them overworked rather than underemployed. However, bulk of them are engaged in household work. According to some studies, though rural women work for 12 to 14 hours a day on an average, yet 60 to 70 per cent

of their time is spent in performing household duties.<sup>1</sup> Only a limited number of them participate in gainful economic activities. According to available data, the participation rate of rural women in India was 13.2% in 1972 which is very low as compared to many developed and developing countries. The corresponding figures for some of them are 62.8% for Portuguese Guinea, 48% for Rumania, 44% for USSR, 40% for German Democratic Republic, 38% for Japan, 32% for U.K., 23% for Indonesia, 16% for Nigeria etc.<sup>2</sup> However, international comparisons in this respect may not be very apt on account of different concepts of participation & different socio-economic and cultural background of countries. What is more disturbing is that female participation rate in rural areas declined from 25.65% in 1961 to 13.09% in 1971 which shows that there has been a shrinkage of employment opportunities for women in recent years which could be due to increasing masculinisation of occupations consequent upon the introduction of mechanisation in agriculture and due to the general problem of increasing unemployment. However, the female participation rates are higher in rural areas than urban areas, the respective figures being 25.65% and 9.15% for 1961 and 13.09% and 6.61% for 1971.<sup>3</sup>

An increase in job opportunities for women in both rural and urban areas is, therefore, urgently required to reverse the decline in their participation rate, to raise the income level of households specially those below the poverty line, and to raise their status in the family and the society. Mere increase in the number of available jobs is not enough as several of them would require skills which may not be possessed by women in rural areas. This underlines the need for providing vocational training to them. Acquisition of such training even in traditional occupations in which they are already engaged would also be desirable as it will raise their efficiency and earning capacity. In view of the considerations mentioned above, the need for imparting vocational training to women in rural areas is being realised more and more not only by the Government of India but also by the International Labour Organisation. It is therefore necessary to plan and implement schemes which may increase the facilities for providing vocational training to rural women at reasonable cost to the society.

Any scheme of vocationalisation would, however, require detailed information on several aspects of the social, economic and educational system which are not available in a systematic form. For example,

information on socio-economic and cultural characteristics of rural women would be needed to find out their availability for particular types of training programmes. How much spare time they have, whether they are ready to go out of their village to receive training and to take up a job, whether there is any scope for self-employment, what is the effect of the economic status and type of family on their participation rates, what is the attitude of male members - questions like these need to be answered before finalising training programmes. In addition, detailed information on all relevant aspects - financial, personnel, organisational etc. - of existing training facilities should be collected and their performance evaluated. The opinion of rural women (specially those who have received training), on different aspects of training programme should be obtained. It were considerations like these that seem to have promoted the Government of India to commission the present research project. The report gives information on all these aspects.

The plan of the report is as follows Chapter II gives a statement of objectives of the research project and indicates the methodology followed. Chapter III and IV give the necessary background information on the

Kerala State and Quilon district respectively so as to enable the readers to appreciate the nature of issues that should be kept in view while evolving any scheme of vocational training. Chapter V gives an account of the existing training facilities for rural women. It also examines their strengths and weaknesses. The subsequent chapters deal with different aspects of the training programme along with our suggestions.

## CHAPTER II

### OBJECTIVES AND METHODOLOGY OF THE STUDY

#### 2.1 Objectives:-

The research project was undertaken at the request of the Ministry of Labour, Director General of Employment & Training, within the broad framework of objectives laid down by them. These objectives are stated below. Broadly speaking these included an identification of training needs, survey of existing training facilities, and suggestions for evolving and extending training programme in future after taking into account the personnel, financial, organisational and locational aspects. The objectives are described below.

- (i) To survey existing training facilities for women in the selected district(s);
- (ii) To identify training needs/trades and areas in which the training facilities need to be expanded/diversified in different parts/regions;
- (iii) To suggest nature of training courses to be started whether part-time, full-time, flexible, ad-hoc skill development courses considering the constraints on time available to women in rural areas;
- (iv) To recommend whether the training scheme be implemented on pilot basis and if so suggest geographically dispersed zone/zones where some of the training programmes could be tested for the development of country-wide training programme;
- (v) To suggest an organisational pattern at various levels - national, state and local - to run this vocational training programme and assess the extent to which the existing infra-structure available for rural development, rural extension work, health and community centres or educational institutions, could be utilised;



- (vi) To consider feasibility of setting up mobile training centres;
- (vii) To estimate the number of trainees to be trained during the year;
- (viii) To evaluate the facilities of equipment, tooling, etc. required for conducting training schemes;
- (ix) To assess requirement of personnel, their qualifications and the investments required for running of such schemes on nation-wide basis;
- (x) To assess and project employment potential of trainees after completion of the proposed training programme;
- (xi) To consider and recommend the need/desirability of setting up of training-cum-production centres as against purely training centres;
- (xii) To assess the marketability of the products produced as a consequence of trainees acquired skills in order to provide the DGE&T information giving a clear picture of the following specific issues;
  - a) types and skills needed and levels at which they should be imparted;
  - b) nature of the courses and a suitable scheme required to run these courses which may be conducted for women;
  - c) location of a definite pilot zone for implementation of the planned programmes and the organisational structures at various levels;
  - d) number of women to be trained during the next one year;
  - e) products that could be produced during training/ on a small scale basis/made individually, for which there is already a need or for which prospects for sale are promising a reasonable period of time;
  - f) employment opportunities for the women trained.

## 2.2. Methodology:-

Data and information needed for the study have been obtained from primary as well as secondary sources. Background information about the socio-economic aspects of the state and pattern of future development were obtained primarily from secondary sources. These included the census, Five Year Plans of the State, publications of the State Bureau of Economics & Statistics, state Directorate of Employment & Training, and various departments of state government such as Agriculture, Education, Industry, etc. A list of these sources is provided <sup>under reference.</sup> ~~in Annexure I.~~ Information was also obtained directly from training institutions both at the state and district level.

Besides, discussions were held with knowledgeable officers & experts. For this purpose, a meeting of state level officers, was held at Trivandrum on 7th October, 1980. Another meeting of district level officers, was held at Quilon on 8th October, 1980. Deliberations at both the meetings proved useful. Besides a few officers and experts who could not come to the meetings mentioned above were contacted in their offices & discussions held.

Information not available in secondary sources was obtained through primary sources by conducting field surveys during October 1980. According to the terms

of the contract, such surveys were to be conducted in only one district. The following paragraphs provide details of the selection of district, villages etc.

Selection of the District

2.2.1. According to the 1971 census, there were ten districts in Kerala viz, Cannanore, Kozhikode, Malappuram, Palghat, Trichur, Eruakulam, Kottayam, Allepey, Quilon and Trivandrum, Idukki was a later addition which made the local number of districts eleven. Recently one more district has been created which will make the number 12.

It is very difficult to find one district in any state which can be regarded as a true representative of the state as a whole. Conditions vary widely. Hence, given the constraint of selecting one district, it was decided to select a district which could be taken as the most representative of the state. For this purpose, inter-district data on the following aspects considered more relevant from the point of view of the nature and purpose of the study were collected and compared & each district was given a rank.

1. Percentage of Area <sup>in</sup> of 1 Sq. Km.
2. Percentage of total population.
3. Growth rate of population.

4. Density of population.
5. Sex Ratio.
6. Literary rate for total population.
7. Literary rate for females.
8. Total female workers.
9. Total female non-workers.
10. Percentage of Women workers.
11. Percentage of Male Workers.
12. *Classification-wise* Percentage of female workers.
13. Number of Cultivators.
14. Number of Agriculture Labourers.
15. Number of Mining workers.
16. Number of workers in manufacturing-household industries.
17. Number of workers in manufacturing other than household industries.
18. Number of workers in construction.
19. Number of workers in Trade & Commerce.
20. Number of workers in Transport.
21. Percentage of female workers to female population.
22. Per capita availability of total cropped area.
23. No. of Schools per 100 school going children.
24. No. of Schools per lakh population (1974-75).

The nearer the district from the state average, the more representative it was assumed to be. For this purpose deviations from state figures were worked out

with respect of each of the selected indicators and the districts ranked accordingly. After ranking each district against these factors, total scores were counted for all the districts. This in turn provided the basis for ranking the districts against the total scores.

Out of ten districts Quilon was ranked 1st, Trichur 2nd, Cannanore 3rd, Trivandrum 4th, Erankaulam 5th, Alleppey 6th, Kozhikode 7th, Kothayam 8th, Malappuram 9th, and Palghat 10th.

The attached sheet gives the complete picture in its full details which start from page 13....

2.2.2. Selection of Taluks, Blocks and Panchayats:

The Quilon district has 6 Taluks and for the study all of them were selected. There are 17 blocks the distribution being 4 in Quilon taluk 3 in Kottarakara Taluk, 3 in Karunagappally Taluk, 3 in Pathanamethitta Taluk, and 2 in Pathanapuram Taluk and 2 in Kunnathur Taluk. There are 102 Panchayats, the distribution being 20 in Quilon, 18 in Kottarakara, 14 in Karunagappally, 14 in Kunnathur, 22 in Pathanamthitta and 14 in Pathanapuram. One block from each Taluk was selected on the basis of random sampling and thereafter one panchayat was selected from each block

Table showing Factors on the basis of which selection of the District was made.

Districts	% of Area in sq.km. Ranked according to size.	% of total population Ranked according to size.	Growth Rate according to state figures.	Ranked according to nearness to state figures.	Density ranked according to nearness to state figures.	Total Rural
Cannanore	2	3	8	8	3	5
Kozhikode	5	7	7	6	1	3
Malappuram	6	9	9	9	9	2
Palghat	4	10	5	4	5	6
Trichur	8	5	1	1	4	7
Ernakulam	7	2	3	10	6	4
Kottayam	1	8	6	3	8	8
Alleppey	10	6	10	7	10	10
Quilon	3	1	4	2	2	1
Trivandrum	9	4	2	5	7	9

Sex Ratio	Total	Rural	Literacy rate for total population		Literacy rate for females		Total female workers		Total female non-workers		% of Male workers		% of female workers	
			Total	Rural	Total	Rural	Total	Rural	Total	Rural	Total	Rural	Total	Rural
1		1	6	5	6	5	3	3	5	5	3	3	3	3
5.5		7	3	3	3	3	10	10	5	9	9	9	9	9
5.5		5	9	9	9	9	9	9	9	7	7	7	7	7
8.5		8	10	10	10	10	1	1	10	10	10	10	10	10
10		10	1	1	1	1	2	7	7	8	8	8	8	8
7		6	5	4	5	4	6	2	2	4	4	4	4	4
8.5		9	7	7	7	7	8	8	8	6	6	6	6	6
3		3	8	8	8	8	5	5	6	2	2	2	2	2
4		4	4	6	4	6	4	4	1	1	1	1	1	1
2		2	2	2	2	2	2	2	4	5	5	5	5	5

Classificationwise percentage of Women Workers						
Culti- vators	Agricul- tural La- bourers	Livestock	Mining	Manufactu- ring house- hold Indus- tries	Manufactu- ring other household industries	Construction
10	6	2	6	6	5	6
2	3	9	7	8	2	2
3	7	6	8	10	6	8
8	9	4	4.5	7	8	4
1	2	5	3	2	3	5
4	4	3	9	5	1	10
5	5	10	2	9	7	7
7	1	8	4.5	1	4	3
9	10	1	1	4	10	9
6	8	7	10	3	9	1

Trade & Commerce	Trans- port	% of female workers to female popu- lation	Rank according to No. of per capita availability of total cropped area.	Rank according to No. of Schools per 100 school going children.
1	1	4	2	9.5
9	10	9	3	9.5
3	8	8	1	8
7	8	10	10	3.5
5	3	6	6	6
8	9	3	8	6
6	4	5	9	1
2	2	1	5	2
4	5	2	4	3.5
10	7	7	7	6



Rank according to No. of Schools per lakh population (1974-1975)	Total scores	Ranking on Total scores.
6	129.5	3
1	161.0	7
8	204.5	9
9	213.5	10
3	125.0	2
4	153.0	5
10	187.5	8
7	153.5	6
5	115.5	1
2	152.0	4

on the same basis. The selected blocks were Mukhathala, Chavara, Sasthamcottah, Kottarakkara, Pathanapuram and Elanthoor. The selected Panchayats were Thrikkovilvattom, Thevalukkara, Pallickal, Veliyam, Pattazhi North and Mallappuzhassory.

### 2.2.3. Selection of Households

The selection of households was primarily based on occupational distribution. For the purpose of this study the standard census classification of occupations was adopted, so as to devetail the selection procedures to availability of secondary information. Thus the nine categories of occupations were as follows, comprising the primary, secondary and tertiary sectors.

- (a) Cultivators
- (b) Agricultural Labourers
- (c) Live-stock, Forestry, Fishing, hunting and plantations, orchards and allied activities.
- (d) Mining and quarrying
- (e) Manufacturing, Processing, servicing and repairs
  - (e.1) Household industry
  - (e.2) Other than household industry
- (f) Construction
- (g) Trade & Commerce
- (h) Transport, storage and communications
- (i) Other services

Due to limited availability of Panchayat level occupational information, the figures relating to occupation<sup>al</sup> distribution of households in each Panchayat were computed after assigning weightages derived from the relative composition of each occupational category, among total work force, pertaining to the concerned Taluk as a whole. Besides data limitations, another rationale was the imperatives for larger generalisation. While information about the number of households was mostly obtained from the panchayat records, occupational figures were drawn from the census (1971). From each occupational category the number of sample household

was determined using the method of population proportionate to sample size. For this the following formula was employed.

$$Q_n = \frac{T.S.R. \times H.O.C.n}{N}$$

Where:  $Q_n$  = Subsample size for the occupational category 'n'

T.S.R. = Total Sample Required

H.O.C.n. = Number of total households in occupational category

'n' in Panchayat.

N = Number of total households in the Panchayat.

Subsequent to calculation of size of sub-sample for each occupational category, households were selected from different wards in the panchayat area at random within the chosen occupational category.

In the households, the unit of enquiry was the female functional head of the household. Altogether 491 households were covered in the survey in the selected district. However after scrutiny three schedules, constituting 0.61 per cent, were discarded bringing the total number of households retained for analysis and interpretation to 488. The following table shows the geographical spread of the surveyed households which is on page 19.

Table:2.2 Taluk and Panchayatwise distribution of surveyed Households.

Sl. No.	Name of Taluk PANCHAYAT	Name of Panchayat TALUK	Number of households interviewed
1.	Mallaphuzhacherry	Pathanamathitta	83
2.	Pallickal	Kunnathur	80
3.	Paltazhi North	Pathanapuram	81
4.	Thevalakara	Karunagapally	82
5.	Thrikovilvattom	Quilon	82
6.	Velium	Kottarakara	80
Total			488

#### 2.2.4. Instruments of Data Collection

As already mentioned both the primary & secondary sources were used for collection of data and information. Secondary source information was utilised wherever available. Information about existing facilities for training, nature of training and other information pertaining to training facilities were collected both through secondary sources as well as from the field survey. Besides the primary and the secondary sources, discussions were held with the officials and the non-officials.

Seven types of Schedules were used for the collection of primary data. They were:

1. Schedule for the households
2. Schedules for the village
3. Schedules for the heads of the training institutions
4. Schedules for the officers
5. Schedules for small and cottage industrialists
6. Schedules for the Lead Bank, and
7. Schedules for the voluntary organisation

In the schedules questions pertaining to different aspects of training were included so as to get the factual information and opinions of persons interviewed.

As the rural women could not be studied in isolation the study was taken as a part of the totality of human resource development and manpower planning.

Rural working women and rural non-working women, both were covered under this study so as to assess the utilisation of training and future needs for training.

Chapter III

Kerala - A Socio-Economic Profile

Kerala at a Glance

1. Area	38864 sq. km.
No. of Districts	11
No. of Taluks	57
No. of Revenue Villages	1334
No. of Census Villages	6375
No. of Towns (Census)	88
No. of C.C. Blocks	144
No. of Panchayats	990
No. of City Corporations	3
No. of Municipalities and Township	37
2. Population (1971) Census	
Total	213.47 lakhs
Male	105.88 lakhs
Female	107.59 lakhs
3. Density	549 km.
4. Decennial growth rate 1961-71	
State	26.29 per cent
Rural	24.61 per cent
Urban	35.71 per cent
5. Sex ratio (Female to 1000 males)	1016
6. Percentage of literacy	
Total	60.42
Male	66.62
Female	54.31
7. Percentage of urban population to total population 1971	16.2
8. Work participation rate (%)	
Total	29.12
Male	45.00
Female	13.49

9. Scheduled Caste (% to total population)	
total scheduled tribe (% to total population)	
Total	1.26
10. Religious groups (%)	
Hindus	59.41
Christians	21.05
Muslims	19.50
Others	0.04

Source:- Census of India 1971.

### 3.1 Topography:-

The state of Kerala is situated in the South West corner of the country. It is wedged between the Western Ghat and the Arabian Sea and is divided into 3 natural regions viz., low land, midland and high land. The normal annual rainfall is 3,019 mm. which is among the highest in India. A number of rivers originate from the highlands and fall into Arabian Sea. Forests cover an area of 10,413 square Kms and provide useful raw-materials for the manufacture of paper, ply-wood, hard-wood, chip-wood. The important species are: teak-wood, rose-wood, and bamboo. There are extensive tea and cardomom plantations on the higher elevations while pepper, coffee, rubber and ginger are grown extensively in the lower elevation.

In the midland the ranges of low hills are interspersed with paddy fields, coconut gardens and other precious trees. Besides, paddy and coconut, extensive cultivation of tapioca is a special feature of this region.



The coast contains a narrow strip of land of more than 575 km. in length and is famous for its coconut groves and fishing centres. The Kerala coast is famous for some of the rare minerals like ilmenite, monazite, rutile, zircon glass sand, building stones and different types of clays.

### 3.2 Area & Population:-

The State of Kerala has an area of 38864 sq. km., a population of 213.47 lakhs and a density of 549 per sq. km. According to 1971 census there were 10 districts, 57 taluks, 1334 revenue villages, 6375 census villages, 88 towns, 144 C.D. blocks, 990 Panchayats, 3 city corporations and 37 municipalities and townships. The population has been estimated to be 257.67 lakhs by 1981. Since the female population is higher than the male population the sex ratio was 1016 females per 1000 males for the 1971 census. The decennial growth rate - (1961-71) for the State was 26.29 per cent (24.61% for rural and 35.71% for urban) and the work participation rate was 29.12 per cent (45% male and 13.49% females). Kerala is a small State but the population here is not uniform in all the districts. Even the area is not uniformly distributed. In nine out of ten districts, the population is within a range of 20 per cent above or below the average



Table 3.1 Population of Kerala-Districtwise 1971-81 (population in lakhs)

District	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Trivandrum	21.99	22.39	22.88	23.33	23.83	24.33	24.77	25.18	25.59	25.97	26.36
Quilon	24.13	24.52	25.04	25.47	25.99	26.47	26.90	27.31	27.71	28.08	28.45
Alleppey	21.26	21.50	21.84	22.10	22.43	22.74	22.98	23.21	23.41	28.68	28.85
Kottayam	15.39	15.56	15.79	15.96	16.20	16.43	16.60	16.75	16.83	17.03	17.16
Idukki	7.65	7.82	8.03	8.22	8.44	8.64	8.84	9.03	9.20	9.39	9.56
Ernakulam	21.64	22.04	22.57	23.03	23.57	24.09	24.53	24.98	25.42	25.84	26.26
Trichur	21.29	21.67	22.17	23.28	23.80	24.31	24.75	25.15	25.56	25.95	26.33
Palghat	16.85	17.11	17.46	17.76	18.10	18.42	18.70	18.98	19.24	19.49	19.71
Melappuram	18.56	19.02	19.54	20.06	20.62	21.17	21.65	22.16	22.64	23.13	23.60
Kozhikode	21.06	21.54	22.15	22.69	23.29	23.90	24.46	24.99	25.52	26.04	26.57
Cannanore	23.65	24.19	24.88	25.49	26.18	26.87	27.48	28.10	28.69	19.29	29.86
State	213.47	216.36	222.35	227.39	232.45	237.37	241.66	245.84	249.90	253.84	257.67

Note: Population figures for the year 1972 to 1981 are estimated.

Source: Bureau of Economics and Statistics.

Table-3.2

## Area, Population and Density of Population of Districts (Sex-wise)

State/Districts	Area (Sq. Km.)	1961 Population		Density of popu- lation per sq.km.	1971 Population		Density of Popu- lation per sq. km.		
		Persons	Females		Persons	Females			
1.	2	3	4	5	6	7	8	9	10
Kerala State	38864.0	16903715	8361927	8541788	435	21347375	1058785	10759524	549
Cannanore District	5706.0	1780294	874667	905627	314	2365164	1172338	1192826	415
Kozhikode "	3729.0	1588468	797294	791174	426	2106249	1057764	1048485	565
Malappuram "	3638.0	1387378	674345	713033	381	1856362	909516	946847	510
Palghat "	4400.0	1369500	659209	710291	311	1885342	819571	865771	383
Trichur "	3032.0	1688271	806608	881663	557	2128794	1022774	1106023	702
Ernakulam "	2377.4	1681959	841303	840566	707	2163674	1088432	1075242	910
Idukki "	5087.1	590328	308141	282187	116	765608	395297	370311	150
Kottayam "	2195.5	1320506	63494	656212	601	1539030	773182	765848	701
Alleppey "	1884.0	1805517	890519	914998	958	2125722	1048082	1077640	1128
Quilon "	4623.0	1946963	75573	971390	410	2412821	1205720	1207101	522
Trivandrum "	2192.0	1744531	869884	874647	798	2198606	1095176	1103430	1003

Table : 3.3

Percentage area and Population of States in India 1971.					
States	Percentage of area	Percentage of Population	Density of Population	Sex Ratio (females per 1000 males)	Per capita income (1975-76)
Andhra Pradesh	8.44	7.94	157	977	919
Assam	2.40	2.73	150	897	850
Bihar	5.30	10.28	324	954	661
Gujarat	5.97	4.87	136	934	1195
Haryana	1.33	1.83	227	867	1296
Himachal Pradesh	1.70	0.63	62	958	....
Jammu & Kashmir	6.76	0.84	46	878	883
Karnataka	5.84	5.35	153	957	785
Kerala	1.18	3.90	549	1016	909
Madhya Pradesh	13.50	7.60	94	941	793
Maharashtra	9.38	9.20	164	930	1330
Manipur	0.66	0.20	48	980	....
Meghalaya	0.66	0.18	45	942	....
Nagaland	0.51	0.09	31	871	....
Orissa	4.75	4.01	141	988	785
Punjab	1.52	2.47	269	865	1575
Rajasthan	10.42	4.70	75	911	894
Tamil Nadu	3.95	9.52	317	978	889
Tripura	0.30	0.28	149	943	781
Uttar Pradesh	8.95	16.12	300	879	1062
West Bengal	2.67	8.09	504	891	....
India	100.00	100.00	173	930	1008.

Source: Statistical Hand book of Kerala 1979.

population of a district. Distribution of population by districts (according to 1971 census) was 10.30 per cent for Trivandrum, 11.08 per cent for Cannanore, 9.87 per cent for Kozhikode, 8.70 per cent for Malappuram, 7.89 per cent for Palghat, 9.97 per cent for Trichur, 11.16 per cent for Ernakulam, 9.77 per cent for Kottayam, 9.96 per cent for Alleppey and 11.30 per cent for Quilon.

As far as area is concerned only five districts fall within the range of normal variation of 20 per cent. Quilon, the most populous district and Palghat the least populous district are among the districts of more or less average extent. Statement is given on page 25.

The average population of a taluk is 3.8 lakhs. At one extreme Kozhikode taluk has a population of 9.4 lakhs where as at the other Kodungathur has only 1.1 lakh population. There are 9 taluks with a population of 5.5 lakhs, 10 taluks with a population of less than 2.5 lakhs each and the remaining have population ranging between 2.5 and 5.5 lakhs.

According to the 1971 census, there were 3,418,244 occupied residential houses in the state accommodating 3,543,129 households. The vast majority of houses do not have modern amenities like bath-rooms and latrines.

An average household in Kerala accommodates 6.25 persons. The strength is generally higher in urban than in rural areas. Among the districts Cannanore has the largest number of houseless persons and Malappuram the least. During the seven decades from 1901 to 1971, all the districts in Kerala registered sustained increase of population.

3.3. Rural Urban Population:-

Most of the rural people are cultivators whereas urban people have non-agricultural occupations. Rural communities are small and homogenous and urban communities are large and heterogenous. Mobility is more in urban people than rural.

Kerala villages have little resemblance to the villages in other parts of the country. The settlement pattern shows a continuity. Strangers get lost because it is very difficult to know where <sup>One</sup> community ends and the next begins in the settlements. Due to this peculiar pattern of settlement, the difference between the rural and the urban areas is not pronounced.

According to the 1971 census only 3.47 million people in Kerala live in towns. They form only 16.24 per cent of the population of the State. Nearly 84 per cent of the population of Kerala are rural. There is diversity in the

TABLE : 3.4

STATE-WISE FEMALE PARTICIPATION  
RATES BY RURAL & URBAN 1971

State/Union Territories (1)	Rural (2)	Urban (3)	Total (4)
Andhra Pradesh	27.4	10.5	24.2
Assam*	5.6	4.0	5.5
Bihar	9.3	4.5	8.5
Gujarat	12.1	5.5	10.3
Haryana	2.3	3.0	2.4
Himachal Pradesh	21.7	7.1	20.8
Jammu & Kashmir	4.2	2.5	3.9
Karnataka	15.8	9.2	14.2
Kerala	14.1	10.4	13.5
Madhya Pradesh	20.8	7.3	18.6
Maharashtra	24.4	8.3	19.7
Manipur	24.9	14.9	23.6
Meghalaya	38.0	13.4	34.6
Nagaland	47.9	9.1	45.2
Orissa	6.8	6.6	6.8
Punjab	0.7	2.7	1.2
Rajasthan	9.3	3.9	8.3
Sikkim	44.6	11.2	41.9
Tamil Nadu	17.6	9.1	15.1
Tripura	4.8	5.4	4.8
Uttar Pradesh	7.3	3.1	6.7
West Bengal	4.6	3.9	4.4
All India	13.1	6.6	11.9

\*Includes figures for Mizoram.

Source: Census of India 1971, General Economic Tables, Series I -  
India, Part II-B(i), New Delhi, 1977.



physical features of the state and there are different sizes of villages. The population size of a village is below the state average in Trichur, Palghat, and Cannanore districts because they are divided into a larger number of villages. Quilon has the largest rural population, 22.2 lakh living in 98 villages.

At the lowest level, the participation of the representatives of the people in administration is ensured through the Panchayats. At the time of the census there were 951 Panchayats. The number of panchayats in a district is not proportional to the rural population of the district. Quilon has the highest rural population but it is Cannanore which is having the highest number of Panchayats. The average population of a Panchayat in the State is 19,872. It differs from district to district. Quilon has the highest average population per panchayat-over thirty three thousand. It has the highest (17) number of large panchayats having over 30,000 population.

#### 3.4. Sex-Ratio & Population:-

The sex ratio in India is 930 females per 1000 males but the sex ratio in Kerala is in favour of females. Only in three districts Kozhikode, Ernakulam and Kottayam males

TABLE: 3.5

Sex Ratio of Population - By districts in Kerala 1971.

District	Sex Ratio		
	Rural	Urban	Total
Trivandrum	1011	996	1008
Quilon	1002	967	1001
Alleppey	1026	1019	1028
Kottayam	976	976	976
Ernakulam	993	954	983
Trichur	1083	1067	1081
Palghat	1061	1020	1056
Malappuram	1041	1030	1041
Kozhikode	990	994	991
Cannanore	1018	1008	1017
State	1019	997	1016

\* Number of Females Per 1000 males

Source : Census of India 1971.



out number females. In Quilon the number is almost balanced. But in all the other districts, the sex ratio is in favour of the females. The sex ratios differ widely in the taluks in the State. It ranges between 913 and 1162.

3.5. Age and Population:-

About 40.26 per cent of the population is under 15 years of age, 53.51 per cent in the working age group (15 to 59 years) and the remaining 6.22 per cent elderly persons. Another way of classifying population is on the basis of functional age groups. The population can thus be divided into workers and non-workers. People in the age group of 15 to 59 years are covered under workers and the rest under non-workers.

3.6. Literacy and Population:-

The rate of literacy in Kerala is 60.42 as against 29.45 per cent in India. High rate of literacy of women (54.31 per cent) and of rural people (59.28 per cent) are two special features which have contributed a lot in all the fields, and are indication of progress in literacy. The seven taluks in the lead in literacy are located in Kottayam, Alleppey and Quilon districts. Thiruvalla stands first with a rate of literacy of 78.29 per cent.

The educational statistics of the State and the expenditure on education from the State budget are highly impressive. It is estimated that 37.9 per cent of the budgetary expenditure is on education. Every effort is being made to establish schools within easy reach even in the remotest villages.

3.7. Religion and Population:

According to 1971 census, there are 12.7 million Hindus, 4.5 million Christians and 4.2 million muslims in the State. There is cultural unity of the Malayalees. The people have a homogeneous character - in language, in dress and in social customs.

3.8. Schedules Castes and Scheduled Tribes:

It is said that Kerala had a casteless society before the Aryan immigrants. Caste system was foisted by the Aryans in subtle ways. Though borrowed, the system took deep root in Kerala but now Keralites have realised the evil effects of the system and have protested against it. As one of the evils of caste system was lowering of the literacy rate of the lower caste people special efforts were made to give them preferential treatment.

The scheduled caste population in Kerala is 1,772,168. They are found in all the districts. As much as 15.84 per cent of the total number live in Quilon district. These people prefer to live in the rural areas as most of them are engaged in agriculture and other typically rural occupations. In Quilon 95.13 per cent of the Scheduled Caste population live in rural areas. The literacy rate of the scheduled castes in Kerala is 40.12 per cent as against general literacy rate of 60.42 per cent in the State. Though it is not satisfactory when compared to state figures it is much higher than the general literacy rate of many states in India.

In Kerala the scheduled tribes are settled in the Western Ghats and the low lying hills near the boundary of Tamil Nadu. The scheduled tribes have been able to preserve their own way of life. There are as many as 34 scheduled tribes in Kerala. The tribals prefer to live in rural areas. Only 4.04 per cent of the tribals live in urban areas. In Quilon not even one per cent is found in the urban areas. The literacy rate of the scheduled tribes is 25.72 per cent as against 40.21 per cent for the scheduled castes. It is so because these tribes are generally found in districts where literacy rate is low.

3.9. Workers, Non-workers:-

Out of a population of 213 lakhs only 62 lakhs are workers in Kerala. There is no doubt that agriculture and allied occupations absorb a large percentage of workers. There is a limit to the number of workers who can be employed in the agricultural sector and future depends on the diversification of employment opportunities especially in fields like industry and commerce in which there is greater scope for development. The largest number among workers are agricultural labourers. They form 30.69 per cent of the total number of workers. Next is the cultivators who make up 17.80 per cent of the workers. Manufacturing and processing other than household industry gives employment to more than 10 per cent of the total workers. As the man-land ratio in Kerala is very high, expansion is required in other fields of employment, specially industry.

The rate of participation in work is comparatively less among females but their representation is found in all types of industries. In Kerala 44.48 per cent of those employed in household industry are women. This is the highest rate of participation in any category of work by women. Employment in industries excluding household industries is 25.09 per cent. Agricultural

TABLE-3.6

Distribution of working force in Kerala by Industrial category, sex, Rural and Urban wise (1971 Census)

Sl. No.	Industrial Category	Rural			Urban			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Cultivations	10,04,486	64,337	10,68,823	34,945	2,995	37840	10,39,331	67,332	1108663
2.	Agricultural labour- ers.	11,34,948	679,878	18,14,824	60,829	32,481	93290	11,95,775	712,359	1908114
3.	Mining, Quarrying, livestock, Forestry Fishing, Plantat- ions Orchards and allied activities	3,36,543	79,006	4,15,549	47,478	1,628	49106	3,84,021	80,694	865892
4.	House-hold Industry	1,26,541	105,140	2,31,681	21,074	13,127	34201	1,47,625	118,267	265892
5.	Manufacturing other than house-hold Industry	3,86,379	149,816	5,36,195	146,974	28,795	175767	5,33,353	178,609	711962
6.	Construction	81,785	2,959	34,744	21,313	1,392	22705	1,03,098	4,351	107449
7.	Trade and Commerce	3,73,553	18,301	3,91,854	163,334	10,460	173794	5,36,387	28,761	565648
8.	Transport, Storage and Communication	1,39,337	10,391	1,49,728	88,239	4,122	92361	2,27,576	14,513	242089
9.	Other services	4,25,315	161,621	5,87,536	171,021	85,370	256391	5,96,936	246,991	843927
	TOTAL	40,09,495	1271,509	52,81,004	755,087	180,368	935455	47,64,882	1451,877	6216459

TABLE : 3.7

Percentage of Working Population (District-wise 1961 and 1971)

District	1961			1971		
	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7
1. Trivandrum	46.05	16.04	31.00	45.51	11.77	25.58
2. Quilon	45.77	19.20	32.51	44.37	12.87	28.81
3. Alloppy	45.64	22.12	33.72	43.13	13.59	28.15
4. Kottayam	46.38	16.25	32.62	46.86	12.16	29.72
5. Ernakulam	47.03	19.29	33.18	45.12	12.27	28.84
6. Trichur	45.45	21.82	33.11	41.81	15.91	28.35
7. Palghat	52.46	29.35	40.47	49.06	23.42	35.98
8. Malappuram	48.05	15.97	31.56	44.68	10.16	27.08
9. Kozhikode	46.57	14.28	30.49	44.20	9.49	26.92
10. Cannanore	48.10	23.08	35.37	45.97	14.73	30.21
11. State	47.20	19.71	33.31	45.00	13.43	29.12

Source: Census of India 1961 and 1971.

TABLE:3.8  
Daily Status Unemployment by States, 1972-73

State/Union Territory	Unemployment in equivalent Person-years	Share of State in Total All- India Un- employment	Unemp- loy- ment Rate	Share of the State in Total All India Labour Force
	(Million)	(Percent)	(Percent)	(Percent)
1. Tamil Nadu	2.35	12.63	12.17	8.68
2. Andhra Pradesh	2.32	12.49	12.01	8.70
3. Maharashtra	2.22	11.93	19.73	10.26
4. Bihar	2.05	11.05	10.24	9.02
5. Kerala	1.88	10.11	25.23	3.35
6. West Bengal	1.64	8.79	10.66	6.90
7. Uttar Pradesh	1.22	6.54	3.68	14.86
8. Karnataka	1.18	6.36	9.20	5.78
9. Orissa	1.01	5.43	10.82	4.20
10. Madhya Pradesh	0.71	3.85	3.67	8.77
11. Gujarat	0.66	3.56	6.36	4.68
12. Rajasthan	0.49	2.62	3.72	5.89
13. Punjab	0.23	1.26	4.54	2.33
14. Haryana	0.15	0.79	4.10	1.61
15. Jammu & Kashmir	0.14	0.74	8.38	0.74
16. Assam	0.09	0.43	1.98	2.02
17. Delhi	0.08	0.42	5.47	0.64
18. Goa	0.07	0.36	18.97	0.16
19. Tripura	0.04	0.19	6.41	0.25
20. Pondicherry	0.03	0.16	17.86	0.08
21. Manipur	0.02	0.11	5.14	0.17
22. Himachal Pradesh	0.01	0.06	0.82	0.65
23. Meghalaya	0.01	0.05	1.82	0.22
24. Chandigarh	*	0.01	+	0.03
25. Nagaland	*	0.01	+	0.01
<u>All India</u>	<u>18.57</u>	<u>100.00</u>	<u>8.34</u>	<u>100.00</u>

\* Less than 5 thousands

+ Negligible

Source: Government of India, Planning Commission, Draft Five Year Plan, 1978-83 p. 94



TABLE 3.9

Employment and unemployment of usually occupied  
women workers belonging to agricultural labour  
households 1974-75

( No. of days)

1. Wage employment in agricultural occupations	<u>Kerala</u> 90	<u>All India</u> 129
2. Wage employment in non- agricultural occupations	<u>16</u>	<u>14</u>
Total	<u>106</u>	<u>143</u>
3. Self-employment in cultivation	6	16
4. Self-employment in other than cultivation	<u>23</u>	<u>19</u>
Total	<u>29</u>	<u>35</u>
5. Average of number of days not worked due to sickness	60	46
6. For want of work	153	119

Source: - Rural Labour Enquiry 1974-75.



TABLE-3.10

Average daily earnings of women belonging to  
agricultural labour households in 1974-75

(Amount in Rs.)

	<u>Kerala</u>	<u>All India</u>
1. Ploughing	4.32	2.42
2. Sowing	3.76	2.57
3. Transplanting	4.07	2.46
4. Weeding	4.33	1.95
5. Harvesting	5.03	2.38
6. Agricultural Occupations	4.28	2.27
7. Non-Agricultural occupations	2.78	2.12
8. All occupations	4.08	2.26

Source :- Rural Labour Inquiry 1974-75.

Table 3.11

Disparity between earnings of men and women workers.  
1974-75

(Amount in Rs.)

	<u>Kerala</u>		<u>All India</u>	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
1. Agricultural Occupations	6.02	4.28	3.24	2.27
2. Non-Agricultural occupations	5.48	2.78	3.37	2.12
3. All occupations	5.95	4.06	3.25	2.26

Source:- Rural Labour Enquiry 1974-75.

labourers are 37.33 per cent and other services 29.27 per cent. In absolute numbers agricultural labourers numbering 7.1 lakhs is the strongest working force among women. Household industries absorb 1.2 lakhs women, other industries 1.8 lakhs and other services 2.5 lakhs. The high rate of literacy has earned for the females better representation in clerical and administrative services. Coir and cashew are labour intensive industries and women are specially adept to them. Categories like construction, trade and commerce, transport and communications, mining and quarrying are still the strongholds of male workers. Women cultivators are only 6.08 per cent whereas women agricultural labourers account for 37.33 per cent of the total agricultural labourers.

Among the workers 84.95 per cent live in rural areas although only 83.76 per cent of the total population is rural. There is more under employment in rural areas as rural occupations like agricultural operations are mostly seasonal. Rural occupations absorb a comparatively higher proportion of female workers than urban occupations.

Workers in the primary sector, composed of agriculture and allied occupations are concentrated in the rural areas of the state. Household industry is typically rural but manufacturing other than household is

predominantly urban. Construction, trade and commerce, transport, storage and communications and other services have larger number of workers in the urban areas.

The special resources of a district are reflected more in the predominance of certain industrial categories of workers than in the rate of participation in work.

The largest number of cultivators are found in Quilon district whereas largest number of agricultural labourers are found in Palghat district. Quilon has the largest number of industries which are more labour intensive.

The backward communities are economically more active. Whereas 42.86 per cent of them are workers, from the general population workers number out only 29.12 per cent. As the income of these backward communities is low their standard of living is also poor. The scheduled tribes population are at par with the general population as far as proportion of agricultural labourers is concerned but they do not reach the level of that of the scheduled castes. They are well represented in forestry, plantation and allied activities.

3.10. Occupational Distribution of workers in the Organised Sector:-

The Directorate of Employment and Training, Kerala makes studies about the occupational patterns of the labour every alternative year - once for the Public Sector and once

(1972) & Private Sector (1973) -

Table - 3.12 Occupation distribution in Public and Private Sector

Occupational description	In Public Sector		In Private Sector	
	No. of Employees and Percentage		No. of Employees and Percentage	
	Total	Females	Total	Females
Professionals, Technical and related workers (Excluding Primary School teachers)	44006 (18.75)	28213 (40.6)	41400 (11.3)	17737 (11.66)
Primary School Teachers	37590 (16.0)	17057 (24.5)	59193 (16.2)	27796 (18.2)
Administrative, Executive and Managerial workers	13164 (5.6)	2	4675 (1.2)	112 (0.1)
Clerical and related workers (excluding unskilled workers)	42807 (18.2)	8190 (11.8)	16273 (4.4)	1858 (1.3)
Sales workers	281 (0.1)	4	5546 (1.5)	63 (1.7)
Farmers and Fisherman (Excluding Agri. and Plant Labour)	5764 (2.4)	1005 (1.4)	27533 (7.5)	2732 (1.7)
Miners and Quarrymen	118 (0.05)	-	266 (0.2)	34
Workers in transport & Communication	18864 (8.0)	1215 (1.7)	3655 (0.9)	24
Crafts man and Production Process workers (Excluding loaders, unloaders and Labourers)	23312 (9.9)	9185 (13.2)	107994 (19.5)	56524 (37.0)

Occupation description	Total	Females	Total	Females
Service sports and recreation workers (excluding watchmen, sweepers and cleaners)	12946 (5.5)	374 (0.5)	3797 (1.0)	583 (0.4)
Unskilled office workers	18806 (8.0)	733 (1.1)	6429 (1.8)	357 (0.2)
Other unskilled workers	17556 (7.5)	3523 (5.1)	89265 (24.4)	44937 (29.4)
Total	235214 (100.00)	69501 (100.00)	365892 (100.00)	1,52,757 (100.00)

Note:- Figures in brackets indicate percentages.

for the private sector. A close study of the occupational pattern of the labour force is inevitable for reliable manpower planning. Table 3.12 gives details of Public Sector.

As analysed, in the Public Sector the Professional Technical and related workers including the Primary (28213) and middle School (19057) teachers employed the highest number of women. Women numbering 9185 were employed as Craftsmen 8,100 as clerical and related workers and 3523 as unskilled workers other occupations were rather insignificant. The percentage of women employees in the Public Sector revealed was 29.5. But for the non-response of certain establishments percentage of women would have been 33.2.

In the Private Sector, occupational break up of 3,65,892 employees was obtained of which 1,52,757 were women. The magnitude of women employment in professional, technical and related workers is about 30 per cent, including primary and middle school teachers. Women Employment in clerical and related works are in Plantation or rubber tapping. As Crafts number of skilled women are employed. The main families are spinners, drawers and weavers Carpet, Sawers and wood work specialists, Bricklayers, Poultry and clay, farmers, millers, food canners & preservers, bankers, packers, sorters and other related fields. Women employment in administrative, executive & management is insignificant. The Employment Market Information Programme shows that during the year 1976-77, in the organised Sector there were 3,25,196 women employees in the State. This figure rose to 3,29,547 in the year 1977-78 and to 3,44,304 in the year 1978-79. The proportion of women employment to the total 35.1 per cent in 1976-77; 35.2 per cent in 1977-78; and 35.1 per cent in the year 1978-79. The proportion in the public sector was 25.9 per cent in the year 1976-77; 25.8 per cent in the year 1977-78; and 26 per cent in the year 1978-79. In the private sector it was 43.5 per cent in the year 1976-77; 43.9 per cent in the year 1977-78; and 43.7 per cent in the year 1978-79.

Quilon district accounts for more than a third of the women employees in the State. Tea and rubber plantations, cashew industry, handloom weaving, coir industry, veneer and plywood industry, non-technical education and health and medical services are the major industrial activities providing employment to women. Beedi industry, banking and public administration in state government have shown significant variations in the number of women employees.

The number of women registrants in the Employment Exchange in the State was 249.3 thousand during 1976-77; 286.2 thousand during 1977-78; and 379.0 thousand during 1978-79. The figures indicate the growing number of women job-seekers.

In the year 1978-79, about 1,634 vacancies were cancelled due to shortage of suitable registrants. During 1977-78 about 1,578 vacancies ~~vacancies~~ had to be cancelled due to shortage of suitable candidates. Some of the categories in which shortages were experienced were -

Trained high school assistants (maths, Sanskrit, Urdu and Arabic), Staff nurse, Pharmacist, Laboratory Technician, Health visitory Refractionist, Shift supervisor (Dairy), Boiler Attender, Rehabilitation



Technician, Junior Engineer (Marine), Librarian, Physical Education Instructor, Boat Syrang, Boat driver, Dental Technician, Lead Burner, Assistant Petrologist and welfed offset Printing Machine Supervisory.

3.11. Socio-Economic Problems:-

Kerala is not free of problems. The nature of the problems are primarily economic. Due to heavy rain and sloping terrain, soil erosion takes place which keeps turning the land, less fertile. The state is not having any resource of oil or coal. There is absence of basic minerals such as iron, coal and copper. Fortunately the state has immense potentiality for the generation of hydro-electric power and if properly developed this can compensate for the absence of fossil fuels.

In Kerala only about 56 per cent of total area is available for cultivation and only about 30 per cent is under food grains. Increase in the production of rice, the staple diet of the people, is given priority these days. The intensity of cropping is high in Kerala. There is scope for experimentation in mixed-cropping. The yield is not poor in Kerala but more scientific methods of cultivation can bring about an increase in production.

The medical and health services available in the state are very good, both in quality and coverage. There is a very well developed system of indigenous medical system along with modern medicine. To extend medical facilities



to the remote areas and make available the benefits to all the people, governmental efforts are appreciable.

Unemployment, specially among the educated is a grave problem. According to the estimates of unemployment made by the Planning Commission, the problem of unemployment is the most acute in the State of Kerala. The share of the State in the all India labour force in 1972-73 was 3.35 per cent where as its share in all India unemployment was as high as 10.11 per cent. The unemployment rate measured as the ratio of person years unemployed to person years available turns out to be the maximum for this State being 25.23 per cent as against 6.34 for the country as a whole. (Table 3.9).

Confining our attention to women workers belonging to agricultural labour households, we find that they remain employed only for 135 days in a year as against the All India average of 179. The average number of days in a year not worked for want of work was 153 for Kerala as against 119 for the country as a whole. (Table 3.10)

The wage rates in Kerala are generally higher than those in most of the states. Table 3.11 shows the difference between the wage rate in Kerala and India as a whole in different productive operations. It can be seen that women workers got Rs. 4.06 per day in Kerala as against Rs.2.26 in the country as a whole. However, even in Kerala which is a comparatively advanced State there is disparity between the earnings of men and women. These disparities are specially pronounced in non-agricultural occupations (Table 3.12).

#### Chapter IV

### QUILON - THE SELECTED DISTRICT.

#### 4.1 Topography

Quilon is one of the twelve (eleven till recently) districts in Kerala. It is bounded on the north by Alleppy and Kottayam districts, on the east by Thirunelvelly district and on the west by the Arabian sea. The district has a tropical humid climate. The annual rain fall on an average is about 2700 mm. Like the state, the district can be divided into three natural divisions on the basis of physical contours:

- (a) Low land bordering the sea coast
- (b) Midland consisting of low hills and valleys
- (c) Highland comprising the forest clad mountains and peaks

#### 4.2 Area and Population:

The district has an area of 4,623 sq.km. constituting approximately 12.5 per cent of the total area of the state. There are two revenue divisions, six Taluks, Seventeen blocks and 1010 Panchayats in the district.

Table 4.1

SL.No.	Name of the Taluk	No. of Towns	No. of Block	No. of Panchayats
1.	Karunagapally	-	3	14
2.	Kottarakara	-	3	18
3.	Kunnathur	-	2	14
4.	Pathanamthitta	-	3	22
5.	Pathanapuram	1	2	14
6.	Quilon	4	4	20
Total		5	17	102

Source: Census of India, 1971.

Table :4.2 Sex-wise population by Taluks

Sl.No 1.	Taluk 2.	Males 3.	Females 4.	Total 5.
1.	Karunagapally	160707	160457	321164
2.	Kunnathur	145492	146304	291796
3.	Pathanamthitta	195048	195102	390150
4.	Pathananpura	155997	154662	310659
5.	Kottarekkara	209943	339113	677646
6.	Quilon	338533	339113	677646
Quilon District		1205720	1207101	2412821

Table:4.3 Sex-ratio\* 1941-71

Sl.No. 1.	census Year 2.	Total 3.	Rural 4.	Urban 5.
1.	1901	987	988	938
2.	1911	988	989	952
3.	1921	979	982	926
4.	1931	998	1002	941
5.	1941	1005	1009	953
6.	1951	994	999	944
7.	1961	996	999	951
8.	1971	1001	1002	988

\* Number of females per 1000 males

Source: District census Handlook, Quilon District 1973:43





The selected district had a total population of 24.13 lakhs according to 1971 census. The density of population was 522 per sq.km. as against the state average of 549. Of the total population in the district, 22.23 laks (92%) constitute the rural population and 1.90 lakhs (8%) the urban. The population recorded an increase of 24 percent between 1961 and 1971. Of the population 12.08 lakhs are females while males constitute 12.06 lakhs.

#### 4.3 Occupational Distribution

The total number of workers in the district as per the 1971 census was 690, 283 of which 534, 959 were males and 155, 324 are females. The percentage of workers to total population exhibits a marked decline from 32.51 in 1961 to 28.61 in 1971. The participation rate of females in the district declined from 19.20% in 1961 to 12.87% in 1971. This is partly attributed to biological anomalies in census counts. Table 4.2 gives the details of the occupational distribution of the work force in the district and the state while table 4.2 gives similar information taluk-wise.

Table 4.4.A  
Occupational Distribution of Work Force, 1971.

Sl.No.	Particulars	Percentage of total female workers	
		District	State
1.	Cultivators	1.70	4.64
2.	Agricultural Labours	22.10	49.06
3.	Mining, Quarrying, Live-stock Forestry, Fishing, Plantation and Allied Activities	3.31	5.56
4.	Household Industry	8.27	8.15
5.	Manufacturing other than household industry	47.09	12.30
6.	Construction	0.06	0.30
7.	Trade and Commerce	1.64	1.98
8.	Transport, Storage and Communication	0.33	1.00
9.	Other Services	15.50	17.01
10.	Total		

Source: Census of India, 1971.



Table 4.4.B  
Taluk-wise Occupational Distributional of the Work Force in Quilon District 1971

No.	Occupational category	District Total	Kunnathur Taluk	Pathana-mthitta Taluk	Pathana-puram Taluk	Kottara-kkara Taluk	Quilon Taluk	Karunajappally Taluk
1.	Cultivators	185620	32243	43245	25996	44931	25352	18853
2.	Agricultural Labourers	143647	21855	21342	25462	31111	24272	19605
3.	Livestock, Forestry Fishing etc.	40922	4456	6399	8032	1715	11118	9202
4.	Mining and quarrying	2449	246	237	147	324	1156	399
5.	Household industry	26101	1514	1806	1858	2586	7713	10624
6.	Manufacturing other than household industry	124494	8729	3879	8134	23305	67272	13175
7.	Construction,	8840	918	1111	1025	1235	3531	1020
8.	Trade and Commerce	81446	4791	5241	4935	5668	21936	9415
9.	Transport, storage and communications	20489	1221	1907		1898	9436	3975
		86275	8878	15415	2052			
10.	Other Services	86275	8878	15415	9555	12518	29533	10376
	Total Working Population	690283	84851	100582	87196	125291	200779	91584
	Total Population	2412821	291796	390150	310659	421406	677646	321164

#### 4.4 Infrastructure Facilities

Quilon district has fairly well developed infrastructural facilities including electricity, roads, railways, water transport, education, communication, and medical facilities. The various facilities available are briefly discussed below:

##### 4.4.1. Railways:

Quilon is an important railways station and lies on the Erankulam-Trivandrum broadgauge line. It is also on the metre gauge Quilon-Shencottah-Madurai line.

##### 4.4.2. Roadways:

The district is well connected by a net work of good roads. All the villages in the district are accessible by all weather, motorable roads. The National Highway No:47 passes through the district touching Quilon, Neendakara and Ochira. The main central road also passes through parts of the district. The total length of the surface roads in the district is 3358.16 kms.

##### 4.4.3. Communications:

Most of the villages in the district are having Post Office. But telegraph facilities are lacking in a number of villages. Details of the postal facilities available in the district as on 31.3.1980 are as under:

Number of Post Offices	....	435
Number of Telegraph Offices	....	198
Number of Telephone Exchanges	...	28
Number of PCOs	....	205



#### 4.4.4 Electricity:

The district has a major Hydro Electric Project, viz., Sabarigiri Hydro Electric Project and two smaller Hydro-Electric Power Stations at Pallivasal and Sengulam. Three Sub-stations located at strategic points distribute power to the urban and rural areas. All the villages have been electrified.

#### 4.4.5 Education:

The district has well developed educational facilities. The literacy in the district is 65% as against the State average of 60.4%. Details of the facilities available are asunder.

	<u>1977-78</u>
No. of Lower Primary Schools	701
No. of Upper Primary Schools	271
No. of High Schools	193
No. of Colleges (Arts)	13
Professional Colleges(Engineering)	1
Polytechnics	1
Training College	2

#### 4.4.6 Ports:

There are two Ports in the district viz. Quilon and Koilthottam. Quilon port mainly handles import and export of various items while Koilthottam handles mainly export of mineral sands.

#### 4.4.7 Water Transport:

The west coast canal system passes through Quilon and Karunagapally taluks. Other canals in the district are Trivandrum

- Shoranur Canal, Paravur Canal, Quilon Canal, and Chevvara Canal.

#### 4.4.8. Financial Institutions:

The financial institutions operating in the district are (a) commercial banks, (b) Cooperative banks and (c) Kerala State Financial Enterprise. Banking is fairly widespread in the district. In Quilon town itself there are 32 branches of commercial banks. There are altogether 178 bank branches affiliated to 27 scheduled banks, the population per commercial bank office being about 16,000. The deposits increased from Rs. 10 crores in 1969 to a level of Rs. 78.31 crores by the end of 1978 showing

#### 4.4.9. Medical Facilities:

The district also has fairly wide spread medical facilities. There are 92 medical institutions in the district having a total bed strength of 1941. There are a number of Allopathic, Ayurvedic and Homeopathic Dispensaries run in the private and co-operative sectors in different villages.

#### 4.5 Agriculture:

The total cropped area of the district is 3.5 lakh hectares. Area sown more than once accounts for 1.27 lakh hectares or 27% of the total area. Area under forest is about 2.11 lakh hectares. The distribution of land holdings reflects a large majority of small holdings. The details are furnished in the table below, based on 1970-71 agricultural census in the district.

Table 4.5

Distribution of Land Holdings Quilon

Sl.No.	Size of Holding (in Hectares)	No. of Holdings	%total No..of Holdings	% to total area
1	2	3	4	5
1.	Below 0.04	66074	18.0	1.5
2.	0.04-0.50	228424	62.2	32.9
3.	0.50-1.00	43697	11.9	22.4
4.	1.00-2.00	22223	6.1	21.5
5.	2.00-4.00	5659	1.5	11.2
6.	4.00*	1065	0.3	10.4
Total		367142	100.0	100.0

The principal agricultural crops in the district are paddy, tapioca, coconut, banana, arecan<sup>ut</sup>, rubber and cashew. In the district Food Crops constitute about 80% and other crops about 20 percent of the area under cultivation. Next to paddy, tapioca is an important staple food of the people, especially those from weaker sections. Quilon ranks first in cultivation of tapioca among all the districts in Kerala. Coconut is cultivated in about 26 percent of the total cropped area of the district. It is cultivated extensively in the sandy region of Karunagapilly, Quilon, Ithikara, Archalumoodu and Mukhatala blocks. Rubber is grown in over 30,000 hectares in the district. Since cultivation in many parts of the district is done under rainfed condition and also most of the holdings are small, usage of modern machines in agriculture is limited.

Table 4.6

Principal Crops in the District (1977-78)

Sl.No.	Name of the Crop	Area under cultivation (in Hectares)	Production (Tonnes/million Units)	Value (Rs. in lakhs)
1.	2.	3.	4.	5.
1.	Paddy	40,383	71,796	933.34
2.	Tapioca	79,365	10,03,967	5019.83
3.	Sugarcane	1,083	4,910	5.89
4.	Banan & other plantains	9,381	28,143	450.28
5.	Pepper	10,071	2,689	40.33
6.	Cashewnut	8,933	10,005	550.27
7.	Arecanut	7,844	1,579	284.22
8.	Coconut	87,563	357 (million nuts)	3570.00
9.	Rubber	34,759	24,150	2173.50
10.	Pulses	3,496	1,259	37.77
Total		2,22,878		13065.43

Source : Credit plan the 1980-82 , Quilon : 5

4.6 Activities Allied to Agriculture

Quilon district has the largest livestock population of all the districts in Kerala constituting about 14 percent of the State livestock.

Table 4.7

Population of Livestock and Poultry

Sl	SL.NO.	Category	Number (in lakhs)
1	1.	Cattle	4.22
1.	2.	Buffaloes	0.30
2.	3.	Sheep	0.10
3.	4.	Goats	2.08
4.	5.	Pigs	0.03
5.	6.	Poultry	13.08
6.	7.	Ducks	0.20
To		Total	20.73

Source:- Livestock census, 1977.

The annual growth of <sup>Cattle</sup> ~~cap~~ population is five percent. The production of milk is concentrated in a number of Milk Cooperative Societies, numbering about sixty-five. Leading centres of milk production are Ranni, Quilon, Chittumala, Parakode, Anchal and Mukhatala. There are four chilling plants for milk at Kottarakara, Anchal, Quilon and Pathanamusthilla. Besides promotional efforts of S.F.D.A. and I.R.D.P. there are over 250 artificial insemination centres, a veterinary hospitals and about 40 veterinary dispensaries.

The Kerala State Livestock and Dairy Development Board has drawn up a perspective plan for increasing milk production and dairy activities. This envisages starting of 248 milk cooperatives and installation of 13 more chilling plants and a pasteurisation plant.

The estimated production figure upto 1983-84 are given below.

Table 4.8

Estimated Growth in Net Stock of Cross breed cows

Sl.No.	Year	Net stock of cross breed cow's in Milk(No.)
1.	1980	36,900
2.	1981	41,400
3.	1982	41,500
4.	1983	48,900
5.	1984	54,600

Source: Credit Plan, Quilon (1980-82) p.7

It is estimated that the production of milk will reach 3,84,230 Litres in 1984.

4.7 Marine Resources

Quilon district has a coastal length of about 42 kilometres. Apart from this, there are back waters, canals and rivers where also fishing is done. Fisheries was the key economic activity with estimated 53,000 persons directly engaged in it. The fishing population is highest in Chevara block followed by Ochira, Karunagapalli Itikkars, Anchalulnoodu, Mukhatala and Chittumala. Major items of marine products exported are frozen shrimps, frozen lobgtertails, frozen frog legs and dried fish. There are nine private boat building yards and workshops in the district. It is estimated that nearly one third sea food exports in Kerala are from Quilon.

Inland fisheries have an important role in the four interior taluks of Pathanapuram, Pathanamathitta, Karunagapally and Kannathur. The main inland fishes are tilapes, prawns, Hullet, cat fish, Ambassies and Etroplus.

#### 4.8 Industrial Profile

There are 15 large and medium scale industries and 1,513 registered small scale industrial units in Quilon district. There are two industrial estates at Kurunagapally and Umayana illoor respectively, besides the Industrial Development plot at Quilon. In addition, there is a functional Industrial Estate for ceramics at Quilon. Recently, nine mini-industrial estates were also set up in nine panchayats of the district.

The major resource based industries in the district are (a) Cashew (b) Coconut (c) fish-based (d) clay-based (e) forest-wood based (f) mineral-based. The major-demand based industries in the district are candles, matches, agricultural implements, stationery, medicines, tin containers, bakery and confectionery.

4.8.1. About 200 out of the 300 cashew processing units in Kerala are located in Quilon district. These are mainly concentrated in Karunagapally, Pathanapuram and Kunnathur taluks. Out of the one lakh hectares under cashew cultivation in Kerala, Quilon district alone accounted for 48,933 hectares or 49 percent during 1978-79. Cashew nut shell liquid is also an important export product.

4.8.2. Coir is obtained from the fibrous husk of the coconut.

Coir industry in Quilon district is concentrated in the coastal blocks like Karunagapally, Archal moodu, Chittumala, Ithikara,



Chavara, Ochira, Sasthamcothah and Mukhatala. The presence of bathwaters and easy availability of coconut, in these areas have contributed to the growth and development coir industry in the district. Quilon leads all other districts in coconut production being around 530 million nuts per year of the 75,000 coir workers in the district about 25,000 are covered under 95 cooperative societies and the rest are working independently in the 1500 units under small private owners. There are more than 100 cooperative societies engaged in coir beating, cleaning and spinning activities. In view of its shortage, coconut husk has been declared as an essential commodity and its distribution and movement controlled in the state.

4.8.3 Quilon district is a leading producer of handloom goods in Kerala next only to Trivandrum. There are about 4,238 handlooms in the district, of which only 3,226 looms are working at present; of these 2,486 are in cooperative sector and 740 in private sector. There are 26 powerloom installed in the district. The handloom industry is concentrated in places like Mayyanad, Chathanur, Kottarakkara, Karunagapally, perianad, Kilikolloor, Soornad,, Kottayam, Vaddakkavila and paravoor.

4.8.4 This district has a large number of persons engaged in various rural and cottage industries. There are nearly 300 cooperative societies engaged in various village industrial activities of which only 213 are functioning with a membership of nearly 36,000. The total full time employment provided from these units is about 7000. There are three fruit processing units, of which one is working and 24 lemon grass processing units. In addition there



there are many tiles and bricks, and wood based industries.

4.8.5 Forest accounts for about 45 percent of the district's total geographical area. There are quite a good number of saw mills, packing cases and splints and veneers unit.

4.8.6 The action programme of the District Industries Centre indentified 30 growth centres. Demand based consumer products indentified are cartons, polythene bags, paints and varnishes, hardware, electrical appliances, sizing and warping units, processed china clay, auto and and marine spares, nylon yarn and nets, plastic cane, P.V.C. pipes, accounts, and printed note books, bitumen and polythene laminated papers, etc.

4.8.7. To sum up, Quilon district has an industrial base with general large, medium and small scale industries. And yet, most of the industries, are showing a declining trend due to several reasons.

#### 4.9. Sample Survey Details

With a view to facilitate broader understanding of the various aspects of the problem of women living in rural areas in the light of study objectives a sample survey was carried out among 488 households spread over all the six taluks of the selected district. The scope of the survey at the household level was restricted to activities of female household members only.

4.9.1 Firstly let us consider the age distribution of house-hold members. According to table 4.7, the majority of females (30.9%) are in the active working age group of 16.25 years.

Table 4.9

Age(In years) of Sample Household  
Members

Sl.No.	Category	Total	%
1..	Below 15	244	20.5
2.	16-25	367	30.9
3.	26-39	260	21.9
4.	40-59	234	19.7
5.	60 Plus	84	7.0
6.	Total	1189	100.0

This group constitutes the core of female youth in rural areas, at a stage most appropriate for developmental intervention through vocational training.

4.9.2 Apart from age, marriage is a factor of significance. In the Indian rural context, studies have shown relationship between marriage and occupational preferences and pattern of employment.

Table 4.10

Marital Status

Sl.No.	Category	Total	%
1.	Married	649	54.6
2.	Unmarried	515	43.4
3.	Widow	23	1.9
4.	Divorce	2	0.1
5.	Total	1189	100.0

A small majority of women are married. While the occurrence of divorces, etc. is negligible, the unmarried constitute 43.4 percent of total females. The mean age of marriage for females in the state was 20.88 years in 1971.

4.9.2 Let us proceed to examine the spread of education among rural women in the district. While the age of marriage and the mode of it are largely scripturally determined, years of schooling is usually a correlate of level of living.

Table 4.11

Education Level

Sl.No.	Category	Total	%
1.	Illiterate	209	17.6
2.	Below Primary	266	22.0
3.	Primary	90	7.5
4.	Middle (Std.VII)	385	32.4
5.	Secondary	155	13.0
6.	Pre-Degree	43	3.61
7.	Degree	27	2.27
8.	Technical	-	-
9.	Not Applicable	13	1.09
10.	Post-Graduate	6	0.50
	Total	1199	

The data reveals some interesting trends. The proportion of Women reflects a gradual decline from post graduate level to secondary level of education. The rate of illiteracy is just

17.6 per cent, much lower compared to national average. Relating to Table 4.6 we find that just as the majority of females are in 16-25 age group, the majority of the females have studied upto middle school level. Educational planners attach much importance to this level of education in terms of introducing vocationalisation of curricula and also averting the phenomenon of 'drop-out'. The high rate of literacy (824) is attributable to factors like, (a) widespread institutional facilities even in remote parts of the district, (b) social values which emphasise education for all regardless of sexual differentiation, and (c) perceptual association between levels of education and chances of securing gainful employment. The current rate of literacy is considerably higher compared to the census Figure of 59.84 per cent literacy among Females in (1971 in Quilon District. ~~F~~

## Chapter V

### Existing Training Facilities

Kerala, though a small state, is far ahead of other states in the country with respect to the development of education. According to the 1971 census, its literacy rate of 60.42 per cent was the highest amongst the states and substantially above the national average of 29.45 per cent. Even the female literacy rate was as high as 54.31 per cent and was only slightly lower than the rate of 66.62 per cent for males. Thus the state fulfils a necessary condition for the success of any programme of vocational training.

#### 5.1 Brief History

The first technical institution, Engineering College, Trivandrum was established in the year 1939-40. During the year of establishment it was running only under graduate courses but from 1958-59 it started running post graduate courses too. In the sixties it started undergraduate courses in Architecture and Telecommunication and in the seventies post graduate courses in Microwave Engineering.

In 1946-47 the first Polytechnic, Kerala Government Polytechnic, Calicut, was established with the diploma courses in Civil, Mechanical Electrical and Chemical Engineering.

In 1947-48 Maharaja's Technological Institute, Trichur was started with diploma courses in Civil

Mechanical and Electrical Engineering, there has been substantial expansion after the independence.

In order to coordinate matters related to development and administration of technical education in the state, the government formed the Department of Technical Education on 4th September, 1957. All the technical institutions except the Engineering Colleges under the administrative control of the University and the institutions under the Department of Industries and Commerce were then brought under the control of the Technical Education Department. Later, the Engineering Colleges, which came under the direct control of Government were also brought under the administrative control of this Department with effect from 1st December, 1958. Considerable expansion in the field of technical education in the State took place during the period of second and third plans. During the First plan only Government Polytechnic, Kalamassery was established but from 1956-57 to 1965-66 most of the technical institutions such as the Polytechnics, Engineering Colleges and Junior Technical Schools were established. It was during this period that a large number of Training centres were started by the Harijan Welfare Department of the Government for training the scheduled castes & scheduled tribe members. Pre-Vocational Training centres

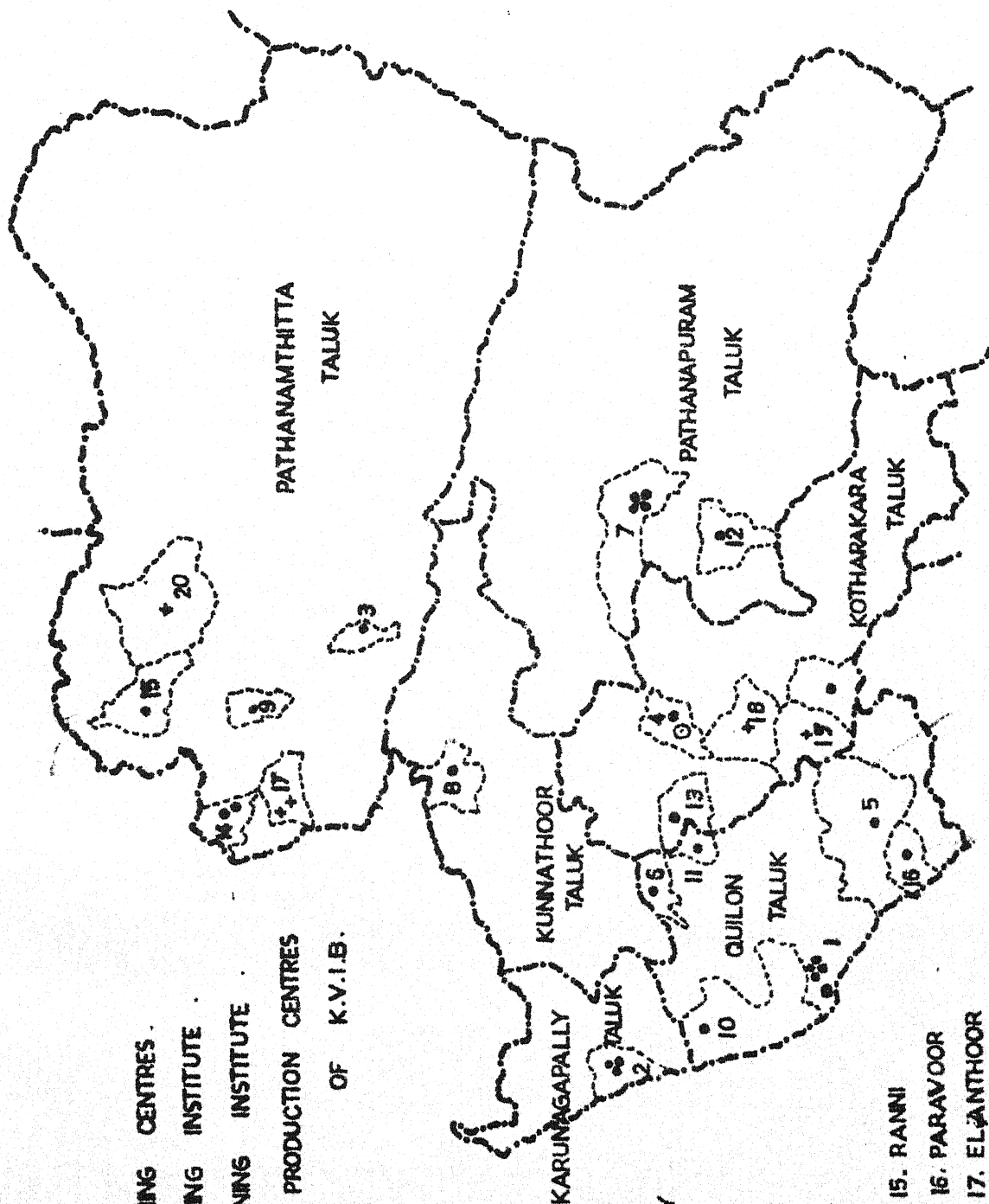
have become popular in the late sixties and the early seventies. The enrolment in Engineering Colleges increased fourfold and in Polytechnics three-fold during the period 1961-67, with the result that the supply of trained personnel was in excess of demand. Hence the need for consolidation of achievements by way of improvements of standards and quality was keenly felt. During the Fourth Plan period there was not much expansion, except the starting of one Junior Technical School and 2 Pre-Vocational Training Centres. During the Fifth Plan period there was no increase in the number of technical institutions. It was a period of consolidation, diversification and improvement of quality rather than of expansion. Among the different programmes undertaken during this period the starting of Book Banks, in the institutions, introduction of apprentice Training Programme and starting of a Centre for Curriculum development deserve a special mention.

The Sixth Plan did not provide for any new Engineering College, but due to the persistent demand, two Polytechnics, four Junior Technical Schools, 9 Pre-Vocational Training Centres, 11 Tailoring and ~~Govern-~~ment Making Training Centres and 2 centres for diploma in commercial practice were started in the much needed areas and trades. The process of consolidation and modernisation of



# REFERENCES

- INDUSTRIAL TRAINING CENTRES
  - INDUSTRIAL TRAINING INSTITUTE
  - EXTENSION TRAINING INSTITUTE
  - + TRAINING CUM PRODUCTION CENTRES
- OF K.V.I.B.



1. QUILON
2. KARUNAGAPALLY
3. KONNI
4. KOTTARKARA
5. CHATTANDOR
6. EAST KOLLADA
7. PUNALLOOR
8. ADOOR
9. MALAPRA
10. CHAVRA
11. KUNDARA
12. ANCHAL
13. EZUCONE
15. RANNI
16. PARAVOOR
17. ELANTHOOR
18. VELLIYAN
19. POOYAPALLI
20. RANNI PARANAD

• LOCATION OF VOCATIONAL TRAINING CENTRES : QUILON DISTRICT.





existing facilities were confirmed and existing internal resources of technical education system were put to extensive use.

5.2 The Present Position:-

As a result of the sustained efforts made in the past, the State has developed a broad based structure for providing technical education at all levels. The institutions are located in the rural and the urban areas all over the state. Some institutions have postgraduate courses, some degree courses, some diploma courses and some certificate courses. Some institutions run part time courses but majority of them have full time courses.

5.2.1. Institutes under the Department of Technical Education:

The institutions running degree and Post-graduate courses prepare people to teach in the institutions imparting technical and Vocational training and also to hold administrative positions in the relevant departments. In Table 5.1. is given the present position with regard technical institutions managed by the Department of Technical Education. The district wise table pertains to institutions managed by the Government except for those explained in the footnotes.

Table 5.1  
DISTRICT-WISE NUMBER OF TECHNICAL INSTITUTIONS-1980

No.	Category of Institutions.	Districts											State
		Trivan- drum	Quilon	Alle- ppey	Kotta- yam	Idu- kky	Earna- kulm	Tri- chur	Pal- ghat	Malp- puram	Kozhikode /Cannore		
(2)		(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
	Engineering College	1	1	-	-	-	1	1	1	-	1	-	6*
	Polytechnics	1	1	2	1	1	1	2	2	1	1	2	16**
	Women's Polytechnics	1	-	-	-	-	-	1	-	-	1	-	3
	Institute of Print- ing Technology	-	-	-	-	-	-	-	1	-	-	-	1
	Food Craft Institute.	-	-	-	-	-	1	-	-	7	1	-	2a
	College of Fine Arts.	1	-	-	-	-	-	-	-	-	-	-	1
	Institute of Fine Arts.	-	-	1	-	-	-	1	-	-	-	-	2
	Junior Technical Schools.	2	2	2	2	1	1	4	3	2	3	3	25
	Commercial Institu- tes.	2	-	1	-	-	1	-	1	1	-	-	6
	Vocational Training Centres.	11	-	-	-	-	-	-	-	-	-	-	12
1.	Pre-Vocational Trg.	2	1	1	1	-	-	3	2	1	-	2	13
2.	Industrial Schools.	-	-	-	-	-	-	2	-	-	-	-	2
3.	IGMT Centres & Trade schools.	1	1	1	1	3	3	2	2	4	3	3	24
4.	Technical Teachers' Trg.Extension Centre.	-	-	-	-	-	1	-	-	-	-	-	1
	Total	22	6	9	5	5	9	17	12	9	10	10	114
	Recognised Industrial schools.	48	37	12	13	6	17	8	11	6	8	6	172
		70	43	21	18	11	26	25	23	15	18	16	286

This includes 3 privately managed colleges and 1 quasi-Govt.

This includes 6 privately managed polytechnics. Further it includes 2 newly sanctioned of which one (Palghat) is starting functioning.

Both are quasi-Govt.

Source: Deptt. of Technical Education Kerala  
Sixth Five Year Plan (1980-85) proposals.

There are three categories of industrial training schools - managed by the Technical Education Department, recognised by the Technical Education Department and unrecognised schools. There are large number of recognised schools, which are located in Trivandrum district, Kottayam, Quilon, Ernakulam, Palghat and Trichur also have a bulk of them but the remaining districts have only a very few of them. Malappuram, Idukki, Cannanore, Alleppey and Kozhikode are very poorly served. Needle work, dress making, tailoring and embroidery is taught in majority of the industrial schools.

#### 5.2.2. Industrial Training Institutes (ITIs)

There are fifteen ITIs spread over the whole of the state. The coverage by the I.T.I.s is good because they cover all the districts of the State. ~~These ITIs is good because they cover all the districts of the State.~~ These ITIs run two types of courses - one extending over a period of one year and the other extending over a period of two years. In the one year courses mostly blacksmithy, carpentry, Moulding, Plumbing, welding, dress making, stenography painting and sheet metal working are taught. In the two year courses subjects like Draftsmanship civil and mechanical, Electronics, Radio and television repairing refrigeration and air-conditioning, machinist are taught.

For the one year courses there were 172 units all over the state spreading over 14 trades. The total seat strength upto August, 1980 for all the courses was 2,536. The distribution in different ITIs was as follows:-

28 in ITIs Dhanuvacha; 296 in ITIs Chackari, Trivandrum, 64 in ITIs for women Kazhakuttam, Trivandrum 160 in ITI Attingal, Trivandrum; 224 in ITI Chanthanathope, Quilon; 248 in ITI Chngannur, Alleppey; 60 in ITI Kattappara, Idukki; 216 in ITI Ettumanoor, Kottayam; 48 in ITI Pallichathode, Kottayam; 240 in ITI Kalamassery, Ernakulam; 204 in ITI Chalakudi, Trichur; 172 in ITI Malampuzha, Palghat; 44 in ITI Areacode, Malappuram; 120 in ITI Calicut, Kozhikode, and 160 in ITI Thottada, Cannanore.

For the two year courses there were 406 units all over the state spreading over 15 trades. The total seat strength upto August 1980 for all the courses was 6116. The distribution in different ITIs was as follows:-

488 in ITI Dhanuvacha, 640 in ITI Chackari, Trivandrum; 112 in ITI for women Kazhakuttom, Trivandrum; 392 in ITI Attingal, Trivandrum, 488 in ITI Chanthanathope, Quilon, 504 in ITI Chengannur, Alleppey, 76 in ITI Kathappara, Idukki, 536 in ITI Ethumanorr, Kottayam, 80 in ITI Pallichathode, Kottayami; 476 in ITI Kalamassery, Ernakulam, 488 in ITI Chalakudi, Trichur, 576 in ITI Malampuzha, Palghat; 192 in ITI Areacode, Malappuram; 400 in ITI Calicut, Kozhikode, and 668 in ITI Thottada, Cannanore.

5.2.3 Production-cum-Training Centres and other Training Centres under the Harijan Welfare and Tribal Welfare Departments:-

Planning for the welfare of the scheduled castes and the scheduled tribes who, according to 1971 census constituted approximately 10% of the total population of Kerala State aim at enabling them to undertake productive operations both in agriculture and industry through an integrated programme of land assignment, financial assistance and technical and vocational training programmes. One of the schemes introduced for the benefit of these people was to train them in popular cottage and village industries. During the Second Five Year Plan, an ambitious programme in this line was drawn up, and a large number of Training Centres were started by the Department of Harijan Welfare. Training was imparted in important crafts like handloom weaving, carpentry, Ratten Works, Cutting and Tailoring, Coir Works, Kora Grass and Screw pine Mat-Weaving, Bamboo and Reed Mat Weaving and Basket making. In each centre a fixed number of trainees were admitted and given training for a period of two years. The trainees were also given a monthly stipend of Rs. 25/- during the period of training ( the monthly stipend was later enhanced to Rs. 60/- in 1974.

After a few years of working of these institutions it was found that a large number of the persons trained were



not able to get themselves employed for various reasons. It was also felt that some incentives should be arranged for the trainees who pass out of the various training centres to find work in the trades in which they were trained. Accordingly some of the training centres, were converted into production-cum-training centres, by reducing the number of trainees in these centres, and starting a production wing to admit a fixed number of ex-trainees as skilled workers. Wages are given according to the quantum of work done. But their tenure of appointment as skilled workers was limited to a period of two years.

The Harijan Welfare Department and the Tribal Welfare Department are now running about 23 production-cum-training centres and 65 other training centres (Table 5.2). Handloom weaving, carpentry and rattan work and the most important trades training facilities for which are provided in these centres. Members of both sexes are admitted for training.

The training Centres and the PCTCS under the Harijan Welfare Department are intended for those who do not possess the minimum general educational qualification for admission in College, Industrial Training Institutes, Junior Technical School etc., and also for those who fail to get admission in the above institutions on the basis of merit. The minimum qualification prescribed for admission in the training Centres

Table 5.2

District-wise distribution of production and Training  
Centres run by the Harijan Welfare and Tribal Welfare  
Departments

Sl. No.	Name of District	Scheduled Caste population (in'000)	No. of units started under Hari- jan Welfare Department	Scheduled tribes populat- ion (in'000)	No. of units started under Tribal Welfare Deptt.
(1)	(2)	(3)	(4)	(5)	(6)
1.	Trivandrum	213.74	13	11.06	7
2.	Quilon	280.63	8	3.74	4
3.	Alleppey	200.77	7	0.44	-
4.	Kottayam	94.53	5	11.06	1
5.	Idukki	98.62	-	23.22	3
6.	Ernakulam	181.97	5	0.54	-
7.	Trichur	216.24	12	9.38	-
8.	Palghat	210.77	4	28.59	3.
9.	Malappuram	140.83	3	8.88	-
10.	Kozhikods	76.34	2	84.98	1
11.	Cannanore	57.74	6	90.46	4
Kerala		1772.18	65	269.35	23



and PCTCS is a pass in the 5th standard, preference being given to those with higher qualifications. Candidates within the age group 15 to 25 years only are selected, preference being given to those in the age group 15 to 20 years.

Members belonging to the Scheduled Caste/Tribes who have undergone training in the training institutions under the Harijan Welfare/Tribal Welfare Department or other Government Departments are admitted to the Production-cum-training Centres as skilled workers.

Tools and equipments as well as raw materials are supplied to the Training Centres from the Directorate of Harijan Welfare as well as District Welfare Offices. The selling price of the manufactured articles is fixed by the Head of the Institution.

The articles manufactured by the skilled workers in the PCTCs are sold to the public only if they are not required for the use of Government Departments. These articles are also sold on credit to the Non-gazetted Officers in the State Government Departments subject to the condition that the maximum value of purchase is Rs. 200/- and the same is recoverable in 10 monthly instalments.

#### 5.2.4 Training Schemes of Khadi and Village Industries Board

Number of schemes of different duration ranging from 7 days to 10 months are organised for imparting training in Khadi and village industries. The details are given in Table 5.3.

5.2.5 Training in Nursing:-

There are 9 Government Nursing Schools, 31 Nursing schools conducted by Private Hospitals, 4 Government A.N.M. Schools and 8 Private A.N.M. Schools in Kerala. Sanction has already been accorded by Government to open 4 new training schools for Multi-purpose Health workers (Females) at Ouloh, Kottayam, Trichur and Malappuram. The annual admission for nursing by the Government schools is 270 and private 588. For A.N.M. training the annual admission by the Government schools is 120 and by Private schools 165. With the 4 new training schools the annual admission for the Multi-purpose Health workers would be 140.

Government Nursing schools give stipend of Rs.100/-p.m. But private sector does not give any stipend.

5.2.6. Extension Training by the Development Department

The Development Department has three training Centres at Kottarakkara, Mannuthy and Taliparamba. Through originally started to give job training to village level workers, these centres were later called upon to impart training to other Senior Officers also. The Kottarakkara Centre is a composite type Training Centres where facilities for training of Village level workers, Extension Officers, Block Development Officers, Non-Officials in various positions etc. in the fields of Agriculture, Animal Husbandry,

Table 5.3

Details of Training Programmes of Khadi and Village Industries Board

<u>KHADI</u>	<u>DURATION</u>	<u>NO. OF CANDIDATES ADMITTED</u>	<u>STIPEND</u>
Muslin Spinners Training	3 months	25	Rs. 90/- p.m.
Spinning instructor course	6 "	40	120/- p.m.
Refresher course for spinning Instructor	2 "	40	120/- p.m.
Khadi Weaving	3 "	10	90/- p.m.
Khadi Karyakartha (Manager's Course)	10 "	30	120/- p.m.
<u>FIBRE</u>			
Training for manufacturing articles from Fibre.	3 "	40	120/- p.m.
<u>PAIMGUR</u>			
Training in Palmgur and Palm Products.	3 %	10	120/- p.m.
<u>VILLAGE OIL</u>			
For Power ghanies under entrepreneur training Scheme	2 "	40	120/-
For traditional artisans in bullock driven ghanies.	1 "	--	120/-
Bee-Keeping Summer Course	7 days	-	
Village Pottery	10 months	20	120/- p.m.

Cooperation Industries, Home Science Nutrition and Health, Administration and workshop wing and Kerala Indigenous Food Unit attached to the Centre but now converted to a regular job training centre for village level workers and other courses on A.N.P., youth activities etc., are also handled here now. Taliparamba Centre also <sup>has</sup> ~~for~~ facilities for training of village level workers and also for conducting courses in Home Science and A.N.P. This Centre also has the benefit of a good training farm.

The programmes generally undertaken in these centres are long term regular courses varying six months to one year for village level workers and village Artisans, Short Term Refresher Courses for officers, workshops and Seminars on Development subjects, and short duration courses for officials and non-officials in the different fields of Development. Besides the staff of the Centres also attend Camps and Seminars in the fields where they extend new technology and get valuable feed back on field conditions.

5.2.7. Training Programme of the Department of Animal Husbandry:-

The department has been deputing personnel for M.V.Sc. Courses in specialized disciplines at Kerala Agricultural University, Advance Training of 9 months duration for Post Graduate Diploma Courses by Kerala Agricultural University and the Indian Veterinary Research

Institute, Short Term Refresher Courses/Specialised Training in Selected disciplines in various, training centres within the country and abroad, Livestock Assistants Training Courses of 11 months duration at the Kerala Agricultural University and Farmers Training in Livestock and Poultry Rearing Practices. Except for the last training other training programmes are for the officers. The last programme is for the farmers. During 1979-80 about 534 farmers were trained. For 1980-81 about four hundred farmers belonging to the weaker sections will be given a weeks training for which they will be paid Rs. 8/- per day as daily allowance and actual travel expenses from their place of residence to the place of training.

5.2.8. Training Programme of the State Social Welfare Advisory Board:-

Condensed courses of Education for adult women and vocational training courses were started by the Board to open up new vistas of employment to a large number of deserving and needy women and also to create a band of competent trained workers to man the various projects particularly in rural areas in the shortest possible time. The Board gives grants-in-aid to many types of institutions for Balwadis, crafts, centres, Mahila Mandals and Socio-economic Production Centres.

Cooperation Industries, Home Science Nutrition and Health, Administration and workshop wing and Kerala Indigenous Food Unit attached to the Centre but now converted to a regular job training centre for village level workers and other courses on A.N.P., youth activities etc., are also handled here now. Taliparamba Centre also for facilities for training of village level workers and also for conducting courses in Home Science and A.N.P. This Centre also has the benefit of a good training farm.

The programmes generally undertaken in these centres are long term regular courses varying six months to one year for village level workers and village Artisans, Short Term Refresher Courses for officers, workshops and Seminars on Development subjects, and short duration courses for officials and non-officials in the different fields of Development. Besides the staff of the Centres also attend Camps and Seminars in the fields where they extend new technology and get valuable feed back on field conditions.

.2.7. Training Programme of the Department of Animal Husbandry:-

The department has been deputing personnel for M.V.Sc. Courses in specialized disciplines at Kerala Agricultural University, Advance Training of 9 months duration for Post Graduate Diploma Courses by Kerala Agricultural University and the Indian Veterinary Research

Institute, Short Term Refresher Courses/Specialised Training in Selected disciplines in various, training centres within the country and abroad, Livestock Assistants Training Courses of 11 months duration at the Kerala Agricultural University and Farmers Training in Livestock and Poultry Rearing Practices. Except for the last training other training programmes are for the officers. The last programme is for the farmers. During 1979-80 about 534 farmers were trained. For 1980-81 about four hundred farmers belonging to the weaker sections will be given a weeks training for which they will be paid Rs. 8/- per day as daily allowance and actual travel expenses from their place of residence to the place of training.

5.2.8. Training Programme of the State Social Welfare Advisory Board:-

Condensed courses of Education for adult women and vocational training courses were started by the Board to open up new vistas of employment to a large number of deserving and needy women and also to create a band of competent trained workers to man the various projects particularly in rural areas in the shortest possible time. The Board gives grants-in-aid to many types of institutions for Balwadis, crafts, centres, Mahila Mandals and Socio-economic Production Centres.



5.2.9. Training Programme of the State Council for Child Welfare:-

A training centre for child welfare workers was started by the council in 1953. In 1961 the institution was handed over to the Government. The Council then started comprehensive courses for the balsevikas. There are three centres one at Trivandrum, one at Trichur and one at Calicut. The duration of the course is one year. An orientation Course is also conducted for a period of one month at the initial stages of the training period. Short term course in First-Aid, Home Nursing, Population Education and Family Planning and refresher in service courses for Balsevikas are also conducted to under their Perspective. In 1978 the Council started training the Anganwadi Workers for the Integrated child Development Scheme. These courses are of 4 months duration. The council has so far trained 1600 Balsevikas and 296 Angawadi workers.

## Chapter VI

### Training Facilities - An Overall Evaluation

In this chapter, we evaluate the training facilities on the basis of available information from secondary sources as well as results of our field survey conducted in the Quilon district. Aspects related to types of trades or vocations and organisation are discussed in subsequent chapters.

#### 6.1 Adequacy:-

An important question to be examined is whether the training facilities can be regarded as adequate. From our discussion of the last chapter, it is clear that training facilities have made much headway in the state which is one of the advanced States in the country from this point of view. However, the situation, even here, is not wholly satisfactory. There are some inadequacies which we would like to highlight.

Table 6.1 gives information on our survey respondents in Quilon district with respect to familiarity with any vocation. It is seen that even now a majority of rural women (51%) are

Table 6.1

Sl.No.	Vocational Familiarity	I.P.C.	P.A.	P.M.	T.H.E.	T.R.I.	V.E.L.	TOTAL	%
.	Yes	60	19	28	34	46	38	225	48.70
.	No	31	38	44	39	40	45	237	51.29
	Total	91	57	72	73	86	83	462	100.00

not familiar with any vocation. Moreover, familiarity could mean any thing from mere awareness to total versatility with the input, or the output of relevant vocations. A deeper analysis reveals disturbing disparities within the district. While 66 per cent are familiar with some vocation in Mallaphazhacherry, an equivalent proportion of women are totally unfamiliar with any vocation in Pallichal. This dichotomy demonstrates, albeit indirectly, of the imbalances in training infrastructure existing in the concerned regions.

It is also to be remembered that most of the skilled rural women have received informal or on the job training. As table 6.2 points, the percentage of those who have received formal training in a training institution is only 27.2. We therefore, recommend an expansion of existing training facilities throughout the State.

Table 6.2

Type of Training Received

Sl. No.	Categories	I.P.C.	P.A.	P.F.	T.H.E.	T.R.I.	V.E.L.	TOTAL	%
1.	Informal	44	53	43	28	54	58	260	72.8
2.	Formal	28	6	9	10	25	19	97	27.2
	Total	72	39	52	38	79	27	357	100.0

It is clear from table 6.3 that even now about 28 per cent of the respondents were not even aware of the vocational and technical training facilities. This percentage increases upto 42.5 in Pallichal Panchayat and is 37 in Pattazhi North Panchayat. We would, therefore, recommend that necessary extension measures may be taken for increasing the awareness of vocational training facilities.

Table 6.3  
Respondents by Awareness of Vocational & Technical Training

Sl.No.	Categories	M.P.C.	P.A.	P.H.	T.H.E.	T.R.I.	V.E.L.	TOTAL	%
1.	Yes	53	45	51	61	70	69	349	71.52
2.	No	30	34	30	21	12	11	138	28.28
3.	Do not know	-	1	-	-	-	-	1	2.20
Total		83	80	81	82	82	80	488	100.0

The respondents were further asked about their perception of the use by rural women, of the existing training facilities. Table 6.4 gives the information. We notice that a substantial proportion (37.91%) of the

Table - 6.4

Perception About use of Training Facilities  
Training Rural Women

Sl.No.	Categories	Frequency	Percentage
1.	Yes	290	59.43
2.	No	185	37.91
3.	Do not know	13	2.66
Total		488	100.00

respondents were of the opinion that rural women are not making use of the existing training facilities. Table 6.5 shows that only 36.55 per cent of those who are perceived to make use of the training facilities, use them to a large extent and 41.03 per cent to a moderate extent. If we club together those who are not using the facilities and those who are using it only marginally or little, we find this number to be 250 which turns out to be 51 per cent. This, therefore, further reinforces the need for strengthening the existing institutional and extension machinery to facilitate greater accessibility for rural women.

Table - 6.5

Extent of use of Training Facilities by Rural Women

Sl. No.	Extent of Use	Frequency	Percentage
1.	Largely	106	36.55
2.	Moderately	119	41.03
3.	Marginally	60	20.69
4.	Little	5	1.73
Total		290	100.0

Let us now examine the reasons for nonutilisation of training by rural women as given by them (table 6.6). Lack of basic education and long distance turn out to be the important reasons

Table - 6.6

Reasons for Nonutilisation of Training Facilities by Rural Women

Sl. No.	Reasons	Frequency	Percentage
1.	Long Distance	44	23.78
2.	Lac of Basic Education	72	38.91
3.	Limited Seats	1	4.86
4.	Lac of Hostels, etc.,	3	1.62
5.	Not specified	57	30.81
Total		185	100.0

and not the lack of seats. This points out the need for evolving some training programmes for those having little education and spreading them widely, far into the interior.

#### 6.2. Scholarships and Stipends:-

To encourage students for technical education quite a few scholarships and stipends are given by the Department of Technical Education. According to the information given in the Administrative Report of the Department, 1976-77, scholarships were provided to 74 students in government Polytechnics, 9 students in private Polytechnics, 20 students in Women's Polytechnics and the amount totalled Rs. 99,929. Scholarships were also provided to 267 students of Junior Technical Schools totalling Rs. 52,610. The number of students receiving stipends was much larger, viz., 3,864 for the different Polytechnics, 355 for Junior Technical Schools and 405 for other technical institutions under the control of the Department of Technical Education.

The above position with respect to the award of scholarship and stipends cannot be described as satisfactory. This is confirmed by result of our field survey in the Quilon district given in Table 6.7. It is obvious that only one percent of trainees got scholarship which is negligible. We, therefore, recommend that the number of scholarship and stipends for vocational education may be increased.



Table - 6.7

STIPEND OR SCHOLARSHIP

SL.NO.	Categories	M.P.C.	P.A.	P.N.	T.H.E.	T.R.I.	V.E.I.	TOTAL	%
1.	Yes	1	-	-	-	-	-	1	<del>2.03</del> 1.04
2.	No	28	4	10	9	26	19	96	98.96
Total		29	4	10	9	26	19	97	100.00

### 6.3 Geographical Distribution:-

According to the Third All-India Educational Survey of Technical and Vocational Education and Training in Kerala carried out by the Institute of Applied Manpower Research, New Delhi the rural urban distribution of the technical and vocational training institutions as on 31st November, 1973 was 65% in urban areas and 35% in the rural areas. However, as pointed out in Chapter III, 84% of the population of the State resides in rural areas as per 1971 census. It is thus obvious that the rural areas are inadequately served by the training centres. We, therefore, recommend that more training institutions/centres be located in rural areas.

According to the above mentioned source, maximum number of institutions were in Trivandrum (being 27% of the total number). Ernakulam, Allepey, Quilon, Trichur and Kottayam are the other districts where 10% to 12% of the institutions are located. Idukki and Malappuram have very small number of the institutions. They have to send the persons outside the district for training.

The same position is revealed by a survey of 88 industrial schools carried out in 1975-76 by the State Planning Board (table 6.8) It can be seen that the average number

Table 6.8

District-wise distribution of private  
industrial schools 1975-76.

District	Number of School	Enrolment	Number of teachers
Trivandrum	30	1479	78
Quilon	10	415	22
Alleppey	3	100	5
Kottayam	11	517	33
Idukki	1	29	1
Ernakulam	10	423	22
Trichur	7	313	16
Palghat	8	418	24
Malappuram	1	47	5
Kozhikode	5	235	13
Cannanore	2	106	4
TOTAL	88	4082	221

of schools per district is 8. However, this arithmetic average loses much of its significance in a situation characterised by very wide disparity in distribution. It is evident that the districts of Malappuram, Idukki, Cannanore, Alleppey and Kozhikode are very poorly served by the institutions of this type while the district of Trivandrum has more than its fair share of them. We, therefore, recommend that while planning future expansion of training facilities, efforts should be made to start new training centres in more rural areas and in those district which have less than their fair share so that a more equitable distribution can be realised.

It can be seen from table 6.1, 6.2, and 6.3 that there are disparities in the distribution of training facilities even within a district. Panchayats located in the interior and far from the district headquarter have less training facilities. And from table 6.6 we see that long distance is an important reason mentioned by rural women for non-utilisation of existing training facilities. According to our survey results only 18.55 percent of trained women had their training in the village 27.83 percent in the block, 26.80 in the taluk and the rest outside. It also transpired that 36 percent of the trainees had to join training institutions located at a distance of 6 kms and more. We had asked a question to the respondents about their preference for the location of the training centres. The responses, given in table 6.9, shows that an overwhelming

Table 6.9  
Preferred Location on Training Centres

Sl.No.	Categories	Total	Percentage
1.	In the village	459	94.05
2.	At the Taluk Centre	10	2.04
3.	At the District Centre	11	2.25
4.	Any other	8	1.63
	Total	488	100.00

majority desires the training centre to be located in the village itself. Of course, it will be too costly to locate the centres in every village. But it does point out the need for an even distribution not only in the state but also within a district. Accordingly we recommend that training facilities be dispersed throughout a district so that the trainees can easily commute the distance either on foot or by public transport.

6.4 Position of Women in the technical and Vocational Institutions -

The class I staff in the polytechnics are all males. In the Women(s) polytechnics among the class II staff the female staff is 43% against 57% male staff. In the other polytechnics the female class II staff is only 12% against 88% male staff. In the Junior Technical Schools female staff members are there only in class III and IV positions and their representation is not more than 10% to 12%.

Thus the position with regard to employment of women in Polytechnics is not at all satisfactory. As regards industrial schools, according to a survey of 88 such schools carried out in 1975-76 by the state planning Board, these schools employed 221 teachers out of which 185 or 84 percent were women. However, their level of emolument was very low. Government grant per teacher was Rs. 85 per month and it was reported that several schools paid only that amount to the teachers. Only 16 percent of the teachers got more than Rs. 150 per month. Besides, there was no security of job. In the context of widespread unemployment among trained candidates, the managers of these schools are in a position to intimidate the instructors and make them submit to whatever terms they dictate.

In this connection, it is interesting to report the results of our field surveys on the preference of rural women on the type of instructors (table 6.10). The preference is mixed. While a considerable proportion of them (42.21 percent) expressed in favour of anyone a small majority (55.53%)

Table 6.10

( Preferred type of Instructor)			
Sl.No.	C-ategory	Total	Percentage
1.	Female only	271	55.53
2.	Any one	206	42.21
3.	Don't know	11	2.25
TOTAL		488	100.00

shared preference for females to be their teachers. In the light of the above, we recommend greater absorption of women in institutions of vocational training.

We now take up the question of number of female students in such institutions.

For the year 1976-77 the sanctioned intake for the Polytechnics was 2,217 where as the actual intake was only 2,163. The female candidates were just over 100. In the three women's Polytechnics the sanctioned intake and actual intake was as follows:-

- (i) For electronics (3 years) the sanctioned and the actual intake was 45, and it was all at Trichur,
- (ii) For Commercial Practice (3 years) the sanctioned and the actual intake was 150, 50 each for all the three Polytechnics - Trivandrum, Trichur and Calicut.
- (iii) For costume Design and Dress making (2 years) the sanctioned intake was 90 and the actual intake 84. Only at Trichur instead of 30 students there were 24 students.
- (iv) For instrument technology the sanctioned and actual intake was 15 and it was at Trivandrum only.



The Junior Technical Schools had on an average sanctioned strengths of 60 students. The number of female students were negligible, 24 against the total of 1,230.

The Pre-vocational Training centres had 30 students each except for Cannanore where the number was 15. Total number of students thus was 105 out of which female students were only 15.

The Government Commercial Institutes also shared a lower representation of female candidates. Ernakulam is the only place where the total admission for female candidates was much higher than the male candidates. It was 99 against 53 males.

The Art institutions were having a total sanctioned intake of 115 students out of which only 15 were female students.

The Tailoring and Garment making Training centres had only female students and there the total intake was 357 against sanctioned intake of 354. About 301 students appeared for examination and 210 passed the examination.

According to a survey of 88 industrial schools carried out in 1975-76 by the State Planning Board, the vast majority of the trainees in industrial schools are girls. They number 3,722 out of the total enrolment of 4,082. This is only natural as the major trades taught relate to needle work and dress making which are trades generally pursued by women folk. Boys are found to take advantage of the facilities to any appreciable extent only in the districts of Trivandrum, Kottayam, Ernakulam, Kozhikode and Cannanore. Table 6.11 gives the male-female break up of enrolment.



Table 6.11

Enrolment in Industrial Schools

District	Male	Female	Total
Trivandrum	141	1,338	1,479
Quilon	9	406	415
Alleppey		100	100
Kottayam	50	467	517
Ernalulam	43	380	423
Trichur		313	313
Palghat		418	418
Malappuram		47	47
Kozhikode	70	165	235
Cannanore	47	59	106
Idukki		29	29
Total	360	3,722	4,082

#### 6.5 Production-Cum-Training Programme

As already mentioned, the Harijan Welfare Department and Tribal Welfare Department are now running 23 Production-Cum-Training Centres which had been established to provide incentives to the trainees who pass out of the various training centres to find works in which they were trained. Their performance has very recently been evaluated by the Kerala State Planning Board.

It was found that several centres were deficient in terms of basic facilities. In 34% of them, there were no facilities for obtaining safe drinking water. Sanitary facilities were not satisfactory in respect of 39% of the institutions. Only 48% of them were provided with power supply. The upkeep of 80% of these institutions was far from satisfactory. The existing system of distribution of tools and equipment was defective. The training programmes were frequently interrupted in about 20% of institutions for want of adequate tools and equipments. There was no proper departmental arrangements for the repair of defective/unserviceable tools and equipments. Timely supply of adequate new materials to the training centres was rare. During the financial year 1977-78, (the year of the report) training programme in about 23% of the institutions were interrupted due to shortage of raw materials. There was no systematic arrangements, for the transportation of raw materials, tools and equipments to the training centres.

The absence of an up-to-date syllabus incorporating the usage sophisticated and refined modern tools and equipments, and improved techniques of production, have rendered the training programmes almost ineffective. The syllabus followed by the training institutions at present were prepared as early as 1960. Suitable text books covering topics incorporated in the syllabus have not been published so far. As the present training programmes are based on a syllabus prepared about two decades back, the outgoing trained candidates are almost ignorant of the latest developments in their concerned trades. To be more specific, they have very limited knowledge of modern tools and equipments, modern finishing materials, latest models, and improved production techniques. Their prospects for employment are likely to be dull owing to the above state of affairs.

The supervisors and Instructors of the various training Centres, the Industrial Supervisors, and other Supervisory staff of the concerned departments are expected to be conversant with the latest developments in the different trades in which training is imparted in the above centres. At present there are no organised arrangement for conducting inservice trainings and refresher courses to improve the proficiency of the staff in their subjects.

The large number of drop outs from the training programmes indicates that a good number of candidates selected for training do not have the aptitude or enthusiasm for it.

The practical training imparted to the trainees have almost failed to produce the desired effect. At present practical training is confined to the production of articles commanding wide marketability. Consequently, strict adherence to the prescribed syllabus is made impossible. Moreover, the practical training is very often interrupted due to shortage of raw material or tools and equipments or due to the absence of supervising staff.

Huge stocks of handloom textiles and rattan products have thus accumulated in many centres. Marketing of the articles produced is often delayed, as their price fixation is not promptly done by the concerned Industrial Supervisors. There are no well organised arrangements at present, for marketing the products of the various centres.

The skilled workers in the Production -Cum- Training Centres are given wages on piece work basis. These wages are very low then compared to the wages earned by similar workers in private enterprises. Subsidies are usually granted to the ex-trainees intending to start business connected with the trades in which they are trained. The rates of subsidy fixed for different trades years back, are now found to be quite inadequate in view of the erosion of money value and increases in the cost of materials.

## Chapter - VII

### Training Needs - Some General Considerations

Before working out any programme for the extension and expansion of existing training facilities it is necessary to have some idea of the training needs of rural women. This involves interalia, a consideration of the characteristics of the female labour force in the rural areas of the State. We accordingly made a study of the characteristics of the labour force to indicate their implications for vocational training needs.

#### 7.1 Job Oriented Training Programmes:-

It will be recalled from our discussion in chapter III that according to 1971 census the rate of literacy in the State is 60.42 percent as against 29.49 percent in India. High rate of literacy of women (54.31%) and rural people (59.23) are two special features of the State. And from chapter IV, we find that a majority of females have studied upto middle school level and 82.4 per cent of them are literate. We also notice from chapter IV that a majority of females are in the active working age group of 16-25 years and are therefore in a stage most appropriate for receiving vocational training. The rate of literacy has already earned for the females a good representation in clerical and administrative services. But this has also created the problem of educated unemployment. <sup>Registration with the Employment</sup> Exchange has been increasing. In the year 1978-79, it was nearly 379 thousand. From our survey,

-: 100 :-

it turned out that as many as 76.63 percent of our sample household women were not employed. Even those who get employment do not remain employed throughout that year. Table 7.2 gives information on the distribution of rural employed women by number of days of employment in a calendar year. There is a bimodal distribution.

Table 7.1  
Employed Women by Period of employment

Sl.No.	Categories	M.P.C.	P.A.	P.N.	T.H.E.	T.R.I.	V.F.I.	TOTAL	%
1.	upto 31 days	-	-	20	-	5	-	5	4.03
2.	32-59 days	-	10	4	-	10	5	29	18.86
3.	60-119 days	2	1	2	6	20	6	37	29.83
4.	120-179days	-	-	-	-	-	-	-	-
5.	180-239days	3	-	2	5	1	1	12	9.68
6.	240-249days	12	5	2	12	4	3	38	30.64
7.	250-365days	-	-	-	-	2	1	3	2.41

A large majority of them are in two class intervals, of 3-4 months and 8-9 months. In Thrikovilvaltom panchayat as many as 50 percent are having employment in the range of 2-3 months chiefly due to the presence of Cashew factories in the area which provide employment mainly for women to the extent of three months in a year on daily wage basis. Women employed for a period of 8-9 months constitute the largest chunk in Thevalakara Pachayat primarily due to larger composition of females among the teaching community.

The respondents were asked about their own perception of the problem of securing employment. It was found that almost all of them (98.57%) felt that rural women experience difficulty in getting employment. Information was also elicited from the unemployed females as to whether they would be interested in taking up any kind of job. About 85.71 per cent were interested; only 14.29 percent were not interested. In the course of our diagnostic discussions it transpired that those not interested were relatively better off having members of their family working abroad possessing landed property. A large majority of the respondents felt that the attitude of men towards work by women was favourable. About 88.11% felt that men encourage them and only 3.48% felt that they discourage them (Table 7.2)

Table - 7.2

Attitude of Men Towards Work by Women

SL.NO.	CATEGORIES	TOTAL	PERCENTAGE
1.	They Encourage	430	88.11
2.	They Discourage	17	3.48
3.	Neither Encourage nor discourage	28	5.73
4.	Don't know	13	2.66
TOTAL		488	100.00



Any vocational training programme must, therefore, take into account the fact of unemployment and the search for jobs by the unemployed. The view that acquisition of training would enhance one's chance of getting a job is held by our survey respondents. As many as 79.23 per cent of the respondents for see positive prospect of employment, (Table 7.3) after

Table - 7.3

Perception of Prospects of Employment  
After training

Sl.NO.	CATEGORIES	TOTAL	PERCENTAGE
1.	Very good	180	37.26
2.	Good	203	42.02
3.	Poor	50	10.35
4.	Very poor	50	10.35
TOTAL		483	100.00

Training. Only 20.70 per cent feel that the prospects are bleak.

Table - 7.4

Perception of Prospect of Marketing Products  
Produced after Training

S.I.NO.	CATEGORIES	TOTAL	PERCENTAGE
1.	Very good	174	36.78
2.	Good	168	35.51
3.	Poor	65	13.74
4.	Very poor	66	13.95

Table 7.4 shown that a large majority of the respondents foresee good prospect for marketing the products that may emerge as a result of training. This is an important consideration in the case of self-employment schemes.

It follows from the above discussion that there is no point in giving training just for the sake of training at least in Kerala where training facilities have already been developed and people are aware of their existence and use. Any programme of vocational training must be related to job opportunities so that rural women after receiving training are absorbed in some jobs. This point was very much emphasized in the meeting at Trivandrum that we had with senior officers of the State government and other experts and also the district officials.

It may be noted in this connection that the existing training facilities do not ensure employability. Many women continue to remain unemployed even after training. According to our survey about 75 per cent of trained women could not find a placement (details are given in table 7.5). Except for teachers

training, the performance of all other courses mentioned here is unsatisfactory.

Table - 7.5

Relation Between Vocational Training and Placement

SL.NO.	COURSE OF STUDY	PLACEMENT		TOTAL	PERCENTAGE
		YES	NO		
1.	Tailoring	1	22	23	23.71
2.	Teacher Training	11	10	21	21.64
3.	Technical Training	4	10	14	14.43
4.	Typewriting	6	26	32	32.98
5.	Others	3	4	7	7.21
TOTAL		25	72	97	100.00

It is, therefore, recommended that the existing training institutions should review their training programmes and make them job-oriented and that any new programme that is to be evolved or new institutions or centres established should be mainly guided by the employment prospects.

In order to accomplish the above, it would be necessary to identify various sectors and activities which have greater scope for gainful employment and assess manpower needs at different levels. This should preferably be done at the district and block levels since local needs and potentialities have to be fully taken into account. Manpower studies, considered necessary for this purpose, may be undertaken by groups of technical experts. Meanwhile,

certain trades and vocations which appear more promising to us on the basis of our field survey, discussions with experts and other relevant information are described in the next chapter.

It is necessary that the training institutions should themselves conduct periodic industrial and other surveys in their vicinity and keep themselves otherwise in contact with developmental activities so that they are aware of the trends in employment and their implications for training, such surveys should be conducted at least once in ten years.

Given the limited time at our disposal, it was not feasible to make an estimate of number of trainees to be trained in a year. Such an estimate, if it is to be realistic, would require information about man power requirements of developmental activities. The Sixth Five Year Plan is in the process of being finalised and it is only then that some reliable estimates can be worked out. However, in order to do so, information on number and skill composition of manpower needs of numerous developmental projects, big and small, would be required. This is not available. It is, therefore, suggested that while preparing project reports & programmes, information on number and skill composition of persons to be employed may be provided. In addition information on time phasing of the projects and programmes should also be provided so that the time distribution of number of trainees may be worked out. Such information should be consolidated at the

block, district, state and national level by the appropriate organisations as described in subsequent chapter. At the same time, efforts should be made to make an estimate of job availability in terms of various skills in the private sector based on the available information about them as well as on certain norms which have to be developed. This is a continuous process and should be made the responsibility of the concerned manpower organisations detailed later on

7.2 Nature of Employment and Training:- The employment can be either on full-time basis or on part-time basis. It can be assured or casual. The rural women have expressed a marked preference for assured employment. (Table 7.6). From table it can be seen that the percentage of women in permanent jobs is higher than those in

Table 7.6

Employed Women by Type of Employment

SL.NO.	TYPE OF EMPLOYMENT	MPC	P.N.	PN.	T.H.E.	T.R.I.	VEL.	TO %
1.	Casual	-	-	-	-	15	- 15	12.09
2.	Temporary	6	3	6	11	19	4 49	39.51
3.	Permanent	12	13	6	12	5	12 60	48.38

temporary which in turn is higher than the casual except in Trikovilvattam Panchayat where a majority (48.71%) are employed on a temporary basis and just 12.82 percent on a permanent basis. This could be due to the location of the panchayat in Quilon taluck and also the because of the existence of a mini-industrial estate hosting small enterprises in its vicinity. This also explains, to some extent, the relatively higher proportion of employed women in this particular panachayat compared to others.

It is obvious from table 7.7 that an overwhelming majority (92%) of the employed females are employed on a full time even though the period of employment in several cases (table 7.1) is much less than a year.

Table 7.7 A

Actual Nature of Employment of the Employed

Sl.No.	Categories	Frequency	Percentage
1.	Part-time	10	8.06
2.	Full-time	114	91.93
	Total	124	100.00

Table 7.7 B

Preference for nature of Employment of the Unemployed.

Sl.No.	Nature of Employment	Frequency	Percentage
1.	Part-time	116	25.10
2.	Full time	346	74.89
	Total	462	100.00

A large proportion of respondents desire full time employment. This group consists mostly of young women who have either just completed elementary education or those who are married without children. The reasons for part time work preference was mainly because of domestic responsibilities like household duties and caring for the children, which kept the married women quite occupied.



It is obvious from the above discussion that the work preferences of rural women in Kerala are similar to those of men. They are interested in permanent and full time employment and not casual or part time employment. Hence the quality of the training programme for them should <sup>be</sup> same as for the men. Whatever programmes are evolved should aim at equipping them to discharge their responsibilities as permanent full time employees.

7.3: Duration of Training:

Table 7.8

Sl.No.	Period of Training	Total	Percentage
1.	Upto 29 days	1	1.30
2.	30-59 Days	2	2.06
3.	60-89 Days	1	1.03
4.	90-149 Days	5	5.15
5.	150-365 Days	14	14.43
6.	1.0 - 2.9 Years	70	72.16
7.	3.0 - 4.9 years	4	4.12

A large majority of the formally trained women studied for a duration of one to three years. The proportion of those having short duration training, is very small. This is not surprising as most of the existing training programmes are of longer duration. The courses delivered by the Industrial Training Institutes vary from one year to two years, whereas most of the other courses are of three years' duration.



The Diploma in Printing Technology, Diploma Courses in Engineering (full time) Diploma in commercial practice, in Electronics, in Instrument Technology and other subjects taught at the Polytechnics are generally for three years. Students who have passed the High School examination are eligible for admission. The Diploma course in costume design and dress making offered by Women's Polytechnic is for two years. The duration of the Junior Technical School's courses is also three years. There are 8 certificate courses in Arts and of these two are of four years' duration and the remaining of two years' duration. In both the courses, candidates who have passed VIII standard are eligible for admission. The Diploma course in Arts for those who have passed the respective certificate course as described earlier is of two years duration. The Pre-vocational Training Course, where candidates who have passed IV standard are eligible for admission, is of three years duration. Courses offered by the vocational training centres are of one year' duration. In all the training centres as well as training-cum-production centres of the Departments of Harijan and Tribal Welfare, the period of training is two years.

The above situation is not very economical from the point of view of the country. There is a tendency on the part of the training institutions to lengthen the period of training by introducing several subjects. Some of the subjects are purely theoretical in nature, and are not very relevant. Several expert committees have drawn attention to this type

of a situation. From the discussion with the experts and others, we feel that it is possible to reduce the average duration of training by introducing courses to be covered in 6 to 12 months period. Accordingly we recommend that government should explore the possibility of introducing short term courses of 6 to 12 months duration.

Another question that arises here is whether training to be imparted to rural women should be on a full time or part time basis. We had sought the opinion of the rural women on this. The results are given in table 7.9.

Table 7.9

Preferred Duration of Training Programme

Sl.No.	Categories	Total	Percentage
1.	Full Time	307	62.90
2.	Part time	174	36.65
3.	Ad-hoc	7	1.43
Total		488	100.00

A good majority of the respondents are in favour of organising full time vocational training programmes. However, about 36 percent prefer training on part-time basis. Probably the latter category consists of married women with children who are usually busy during the forenoon period with household work. Their needs should also be taken into

account while designing a training programme. For this purpose, it is essential to know the amount of free time at the disposal of women. Table 7.10 gives the relevant information for three categories of women - unmarried, married and married with children.

Table 7.10

Free time available with Rural Women

Sl.No.	Availa- ble free time (in hours per day)	Unmarried	Married	Married Women with children	To- tal	%
1.	Upto 1.9	4 (0.98)	8 (2.16)	58 (13.27)	68	5.68
2.	2.0-3.9	9 (2.22)	60 (16.21)	179 (42.41)	248	20.71
3.	4.0-5.9	20 (4.93)	93 (25.13)	160 (37.91)	273	22.80
4.	6-8	305 (75.30)	203 (54.86)	25 (5.92)	533	44.52
5.	8+	67 (16.54)	6 (1.62)	2 (0.47)	75	6.26
Total		405 (100.0)	370 (100.00)	422 (100.0)	1197	100.00

Note: Figures in Parenthese show percentage.

An analysis of the table reveals that most of the rural women who are either unmarried or married have 6 or more hours of free time and can therefore, attend training institutions on a full time basis. In contrast the free time

at the disposal of the married women with children is much less. A majority (56%) can spare only upto 4 hours per day. It is, therefore, suggested that facilities for part time training may also be created.

In this connection, mention may also be made of nation wide programme of creches introduced by the government. The main objective of this programme is to provide day care and nutrition for the children in the age group 3-5 years so that the mothers can attend to their regular work and earn some income. Of late, this scheme has been included in a wide package known as Integrated Child Development Services (ICDS) launched throughout the country. Probably due to absence of creches, it was observed that most of the women currently engaged in training-cum-production centres in the study area seem to hail from the unmarried category of rural women. Vocational Training may also be brought within the ambit of this programme. It is, therefore, suggested that vocational training for rural women may be looked in an integrated manner considering their problems in totality.

#### 7.4 Training for Self-Employment:-

It has been reiterated again and again by authorities that self-employment is an important means of dealing with the problem of unemployment in the country. Now training for self-employment would be more broad based than that for wage employment. What would be needed for this purpose is not only knowledge of technical aspects but of promotional aspects also so that the trainees are in a position to start on self-employment projects after the completion of the training period. For this purpose, training in entrepreneurial development should form an integral part of the training programme. Among others the trainees should be given courses in motivational aspects in project identification and formulation, and in management techniques, book keeping & accounting, credit management, marketing and procurement of raw materials. Since the trainees would have to be settled on their own enterprises after the period of training, it would be helpful if their projects are prepared during the training course itself.

#### 7.5 Mobile Training:-

Taking into account the need for providing training facilities to rural women as near their homes as possible and the difficulties of setting up training



centres in every village, the idea of having mobile training units is floated from time to time. The mobile teams will be equipped with mobile vans, public address equipment, audio-visual aids, training literature and such other aids. We had asked the opinion of four respondents in Quilon district on this. An overwhelming majority (89%) of them were in favour of mobile training units. We also obtained opinion of state officials. Most of them consider such units infeasible. We tend to agree with them. Management of such units would be a problem. These would require consumption of petrol which is becoming more and more scarce and costly. Moreover, it is doubtful whether they would be in a position to provide the requisite training. Their impact is primarily felt in creating awareness of the utility of training. But as we have seen in a previous chapter, such an awareness is already in Kerala. We are, therefore, not in favour of mobile training.

#### 7.6 Production-cum-Training Programme:-

Another suggestion made from time to time relate to the establishment of production-cum-training centres. It has the advantage of making the training programme more practical and therefore is supposed to

combine the merits of both training and apprenticeship programmes. It also provides an incentive to trainees to get jobs after completing the training period. However, management of such centres is usually more difficult. Problems arise specially with regard to procurement of raw materials and spares and disposal of products. Quality of the product also suffers since the level of perfection attained by trainees will be inferior to those of fully trained persons. In the case of a multi-trade training centre, there may be an additional problem of supervision because the supervisor of such a centre may not be able to exercise technical supervision on training in all the trades because he is ordinarily a specialist in only one trade. We have also noted that the experience of such centres run by the Department of Harijan Welfare and Tribal Welfare is not very satisfactory. However, we feel that the advantages outweigh the disadvantages some of which can be reduced by a more careful planning and supervision. For example, Government may give preferential treatment to such units in provision of scarce raw materials and purchase of their products. A majority of the officers whose view we obtained were also in favour of such centres. Considering all factors, we recommend that Government should encourage the establishment of production-cum-training centres.



CHAPTER - VIII

Training of Needs - Types of Trades and Vocations

8.1 Existing courses of study:-

Technical and vocational education is imparted through various categories of institutions in a number of trades and vocations. The State has developed a broad based structure for providing technical education at all levels. The number of Post-graduate courses are 15, degree courses 6, part time degree courses (for diploma holders) 3, diploma courses 9, and diploma courses specially for girls 4, besides several vocational courses at junior levels. The important courses imparted in various institutions are the following:-

8.1.1 Engineering colleges:-

Degree courses in Civil, Mechanical, Electrical, Architecture, Telecommunication and Electronics, Production-cum-Plant Engineering, Chemical Engineering, Production Engineering, Instrumentation and Control system.

Post-graduate courses in Civil, Mechanical, Electrical, Communication and Electronics and Chemical Engineering.

8.1.2 Polytechnics:-

Diploma courses in Civil, Mechanical, Electrical, Textile, Electronics, Printing Technology, Polymer

Technology and Chemical Engineering; Post Diploma Courses in Electronics, Refrigeration and Air-conditioning and certificate course in Textile Technology and Fibre re-inforced Plastics. Short term courses of post-SSLC level like Building Technology, Highway Engineering, Public Health Engineering are also conducted in the selected Polytechnics.

#### 8.1.3 Women's Polytechnics:-

There are three women's Polytechnics under the Directorate of Technical Education offering, Diploma courses in Commercial Practice, Electronics, Instrument Technology, Costume Design and Dress making. All the three Polytechnics offer courses in diploma in commercial practice, Costume design and Dress-making. Women's Polytechnics, Trichur, offers course in Electronics and that at Trivandrum has stated a course in Instrument Technology. The courses are of three years duration. Some courses like those in Custome Design and Dress-making are for two years. The minimum qualification for admission is generally High School.

#### 8.1.4 Junior Technical Schools:-

These offer certificate course leading to Junior Technical School leaving certificates equivalent to S.S.L.C. where specialisations in any one of trade such

as welding, turning, sheet metal, fitting, pattern making, smithy, foundry, automobile, electroplating, horology, fisheries, servicing, mechanic (typewriting and sewing), agriculture, weaving, electronics and composing, book binding etc. is provided. These also provide short term courses of Post - S.S.L.C. levels like maintenance technology, welding technology, refrigeration and air-conditioning, furniture technology, surface finishing technology and tailoring and garment making. Those who have passed VII standard or Pre-vocational training course and are in the age group of 12 to 16 years are eligible for admission.

8.1.5 Industrial Schools, Tailoring & Garment Making Centres:-

There are 15 Government Industrial Schools and 99 Private Industrial Schools in the State. These include the Tailoring and Garment making centres also. The following are the various courses conducted at these institutions:

1. Handloom.
2. Tailoring and Garment Making.
3. Needle work and Dress Making.
4. Drawing and Painting.
5. Book Binding.
6. Rattaning.

7. Carpentry.
8. Tailoring and Embroidery.
9. Coir Craft.

8.1.6 Vocational Training Centres:-

The following trades are offered:

1. Tailoring.
2. Book Binding
3. Composing and Printing.
4. Handloom Weaving.
5. Rattaning.
6. Kora Mat Weaving (proposed)

Candidates who have passed the seventh standard only are admitted. For tailoring trade, only girls are admitted.

8.1.7 Junior Technical Schools:-

There are 25 Government Junior Technical Schools working under the Directorate of Technical Education. The Junior Technical Schools seek to divert pupils of the age above twelve from the academic type of secondary schools to those specially designed to make them fit for different production occupations of a technical nature while continuing their normal general education. The Junior Technical School course offers instruction in Humanities, Mathematics, General Science,

Engineering studies and workshop training in a particular trade of choice which are provided in a co-ordinated manner, so that the students will come out equipped with a fair amount of skill in a particular technical trade and also with a fair level of general education. The main purpose of these schools is to train educated Craftsmen.

8.1.8 Pre-vocational Training Centres:-

There are four pre-vocational Training Centres at Attingal, Manjeri, Cannanore and Kodungallur with an intake capacity of 30 each. These training Centres are attached to the Junior Technical Schools. The Pre-vocational Training Centre at Cannanore is intended for girls only. These provide technical training to school drop-outs of the age-group of 11 to 14 so as to help them acquire technical knowledge to become skilled workers.

The Pre-vocational Training Centre at Attingal and Manjeri offer engineering trades, while the Centres at Cannanore and Kodungallur offer courses in home-economics and agriculture respectively. During the three years of course students will be taught not only general education to the Standard VII but also will be given some workshop practices or agricultural practices. Girls admitted to Pre-vocational Training Centres at Manjeri are given training in tailoring trade.



8.1.9 Schools of Arts and Painting Institutions:-

There are about 11 courses coming under the Certificate, Diploma and Post-Diploma courses. Certificate courses are of two years duration except for item (6) and (7) mentioned below:-

1. Drawing and Painting.
2. Clay Modelling and Sculpture.
3. Rattan and Basket making.
4. Lacquer work.
5. Carpet and Durrie Weaving.
6. Ivory, Wood Carving and Inlay work.
7. Silver Smithy and Kufthari work.
8. Engraving.

The duration of the certificate courses in 6 and 7 is 4 years. All the above certificate courses are offered in the School of Arts, Trivandrum. Ravi Varma School of Painting, Mavelikkara offer only the first two courses, while the occupational Institute at Trichur offer only courses mentioned in 1 above. Diploma courses of 2 years duration in the following are offered. Candidates who have passed the Certificate examination in the respective courses only are eligible for admission to these Diploma courses.

1. Drawing and Painting.
2. Clay Modelling and Sculpture.
3. Engraving.

Post-Diploma courses of 1 year duration in the above first two subjects are also offered in the respective institutions.

8.1.10 Government Commercial Institutions:-

There are two Government Commercial Institutions, one at Trivandrum and the other at Ernakulam. The intake capacity of the Institute at Trivandrum is thirty and that at Ernakulam is 60. Only part time diploma courses in shorthand and typewriting of 2 years duration are conducted at Trivandrum.

The Institute at Ernakulam offers courses in six different commercial subjects and coaches the students for the Kerala Government Technical Examination in concerned subjects. The following are the subjects taught in the Institute: typewriting, shorthand, accountancy, theory and practice of commerce, banking, commercial geography. Duration of the course is 2 years for higher grade course.

8.1.11 Private Commercial Institutes:-

A number of private commercial Institutes in the State are recognised by the Government; they are engaged



in coaching students for the following courses:

1. Typewriting (Both Malayalam and English)
2. Shorthand (Malayalam and English)
3. Accountancy.
4. Theory and Practice of Commerce.
5. Commercial Geography.
6. Banking.

There are about 960 recognised Commercial Institutions throughout the State. Most of the Institutes deal with shorthand and typewriting only. Only few Institutions in each district deal with the remaining subjects mentioned above. The Government commercial Institute at Ernakulam is the only commercial Institute under public sector to deal with similar courses.

#### 8.1.12 The Industrial Training Schools:-

The trades taught by these schools are related to blacksmithy, carpentry, moulding, plumbing, weilding, dress-making stenography, painting and sheetmetal work, etc. Besides these, civil and mechanical engineering, draughtsmanship, electronics, Radio and Television repairing, Refrigeration and Air-conditioning are some of the popular trades taught by these schools.

#### 8.1.13 Schools of Nursing:-

As pointed out in Chapter V, there are several institutions imparting training in nursing.

#### 9.1.14 Teachers Training:-

A number of institutions provide the trainings.

#### Need for Diversification:-

It is obvious from the above description that most of the training facilities relate to engineering trades. Apart from the traditional fields of civil, mechanical, electrical and chemical engineering, subjects like electronics, instrument technology, printing technology, textile technology, air-conditioning and refrigeration, public health engineering etc. are taught mostly in polytechnics. However, the number of females specially those from rural areas constitute a small fraction under these categories.

Women trainees are mostly concentrated in trades related to garment making industry such as needled work and dress making, costume design and dress making, tailoring and embroidery. They are also important in courses dealing with commercial practice specially short hand and typewriting. There are some institutions giving training in traditional

vocations like rattaning and basket making, Kora mat weaving, handloom weaving, craft etc. But the number of such institutions is limited. These impressions are confirmed by our field survey data on familiarity with different vocations by rural women in Quilon district. Table 8.1 gives the relevant information. It is obvious that the largest proportion (30.7%) of them are familiar with tailoring and embroidery. Typewriting is also important. Other important categories ~~are~~ <sup>are</sup> of course the traditional works like cashew processing, coir works and agriculture - related works.

Table 8.1

Familiarity with Different Vocations

Sl. No.	Categories	Frequency	Percentage
1.	Agriculture related works	36	10.34
2.	Cashew Processing	66	18.96
3.	Coir Works	22	6.32
4.	Bamboo, basket & Mat making	17	4.88
5.	Other industries	15	4.31
6.	Tailoring and Embroidery	107	30.74
7.	Typewriting	27	7.75
8.	Teaching	30	8.62
9.	Others	28	8.04
Total		348	100.0

It is, therefore, clear that the bulk of the training facilities available to rural women are related to vocations associated with garment industries, shorthand and typewriting and teaching. An analysis of courses of study of 97 formally trained & employed women showed that 22% had teacher's training 33% typewriting and 24% tailoring. It may be said that even now there is further scope for expansion of these programmes in view of the established market for ready-made garments and increase in demand for shorthand and typewriting work associated with the expansion of the tertiary sector. But it is also obvious that these vocations by themselves would prove inadequate to the task of providing training to a rural women on any significant scale. Job-opportunities are after all restricted. This, therefore, underlines the urgent need for diversification of trades and vocations in which training should be provided.

### 8.3. Emphasis on New Vocations:-

In an earlier chapter, we have made a strong plea for relating training programme to job opportunities. Hence it is necessary to present information on the occupation-wise pattern of job availabilities so as to find out its implication for training programme.

Table 8.2 gives the information with respect to 124 rural women who were employed and who responded to the relevant question. A majority of them are employed in cashew and coir industries, the traditional domains of females. Among those in the tertiary sector, teachers are prominent. This is due to (a) wide network of schools and parallel colleges in the district and (b) marked preference for teaching profession among educated females. The parallel colleges, denoted by the term tutorial colleges elsewhere in India, are usually manned by unemployed educated youth and offer coaching for different public examinations from High School to degree level for both boys and girls.

Table - 8.2  
Occupational Distribution of the Employed Women

Sl. No.	Activity	Percentage
1.	Agriculture	8.06
2.	Rubber Tapping	2.42
3.	Cashew Industry	42.74
4.	Coir Work	12.90
5.	Other Industry	4.03
6.	Teachers	21.77
7.	White Collar Job	6.45
8.	Others	1.61
Total		100.0

However, during the course of our field survey, we were told again and again by Government officials both at the State as well as district and local level that training facilities should be encouraged in new vocations. It was pointed out, that the traditional industries where bulk of the rural women have been absorbed so far are either decaying or stagnant. They are not in a position to provide full time jobs even to those already engaged and the wage rates are comparatively lower. The thrust of the vocational training programme should, therefore, lie in nontraditional trades and crafts. ~~(table on page 14)~~

It is interesting to note that this view is also supported by the rural women themselves. Table 8.3 gives information on preferences expressed by the rural unemployed females.

According to the foregoing table only 9 per cent of the unemployed females would prefer working in cashew processing and coir works industries despite the fact that a majority of the already employed females are working in them. This clearly

Table - 8.3

Preferred Nature of Work of Unemployed Females

Sl. No.	Categories 2	Frequency 3	Percentage 4
1.	Agriculture	53	11.06
2.	Cashew Processing	36	7.51
3.	Coir Work	9	1.87
4.	Rubber Work	2	0.41
5.	Match making	7	1.46
6.	Plastic Industry	28	5.84
7.	Weaving	24	5.01
8.	Craft Work	15	3.13
9.	Stone Work	1	0.20
10.	Tailoring/Embroidery	126	26.30
11.	Teacher	10	2.08
12.	White Collar job	32	6.68
13.	Typewriting	19	3.96
14.	Nursing	1	0.20
15.	Household jobs	8	1.67
16.	Handicrafts (clay, mats, Bamboo and basket)	7	1.46
17.	No preference	89	18.58
18.	Others	12	2.50
Total		479	100.0



shows their marked preference against the traditional industries. The table shows that the highest proportion of the unemployed women respondents prefer tailoring and allied jobs market, for which has considerably expanded during the last ten years. A substantial proportion would prefer employment in the tertiary sector specially teaching, typewriting, and white collar jobs. It is also obvious that the preference for nursing, a traditional field in Kerala, is also very low. This could be because the different States in the country have developed their own nursing schools and are no longer dependent on Kerala nurses as they used to be before. In response to another question, about 75 per cent of the respondents gave their preference for receiving training for new vocations.

#### 8.4 Suggestions of Rural Women:-

During our field survey, we had asked rural women to give their suggestions on the vocations in which they should be trained. Their views are given in table 8.4. It is seen that the largest number of respondents (33 per cent) suggested tailoring and allied vocations such as embroidery and stitching for training women.

Table - 8.4

Suggested Vocations for Training by Rural Women for themselves

Sl. No.	Categories	MPC	PA	PN	THE	TRI	VEL	TOTAL	PERCENTAGE
1.	Poultry/Dairy	28	12	10	13	13	5	81	6.55
2.	Weaving	6	17	13	46	4	15	101	8.17
3.	Plastic work	37	36	22	28	17	28	168	13.60
4.	Cane/Bamboo	3	2	4	3	22	10	24	1.94
5.	Clay modelling	5	17	5	7	1	17	52	4.21
6.	Book binding	2	14	4	10	1	14	45	3.64
7.	Match Factory	18	12	6	6	19	22	83	6.72
8.	Cashew work	-	3	15	3	18	3	42	3.40
9.	Candle making	-	-	10	1	-	20	31	2.51
10.	Basket & Mat making	14	8	21	16	11	7	-	6.22
11.	Tailoring	27	42	45	38	33	43	228	18.46
12.	Embroidery	15	16	18	14	17	9	89	7.20
13.	Stitching	35	13	11	6	26	-	91	7.36
14.	Strach, Rubber and Coir	11	-	-	28	-	-	39	3.15
15.	Typewriting	1	-	4	1	5	3	14	1.13
16.	Other	14	7	10	6	24	9	70	5.66
Total		216	199	198	226	191	205	1235	100.00

Next comes the preference for training in plastic work followed by weaving, poultry and dairy. Very few suggested engineering and allied trades. About nine per cent suggested weaving even though there is considerable under utilisation of installed capacity in handloom sector due to shortage of yarn and bottlenecks in marketing. However, the situation may ease with the government's package of measures to boost this sector. A deeper analysis reveals inter panchayat variations too. While, many respondents from the coastal panchayat of Thevalakara desire training in coir processing and weaving, those from Mallaphuzhacherry want training in livestock management and rubber and starch making. In the secondary sector, the needs identified relate primarily to decentralised manufacturing in labour intensive tiny sector like book binding, cane work, clay modeling, candle making, etc. Another vocation suggested by 6.15 per cent of respondents was training in animal husbandry activities. Many of the vocations identified for training pertain to processing of locally available products like tapioca, rubber, coconut, screwpine and clay.

8.5 Priority for Training in Modern Household Industries:-

It has been stated in earlier chapters that rural women cannot make themselves absolutely free from household responsibilities such as childcare, house-keeping, cooking etc. A few of them, such as unmarried women, or those without children or those with domestic help, are no doubt, in a position to work anywhere, though even they would also prefer working as near their home as possible. Moreover, on account of the household responsibilities, bulk of rural women would find it difficult to be away from their home continuously for a period of 8 to 10 hours as would be required if they work in a factory or an office. It follows from the above that provision of gainful employment in their own houses is the best strategy for the bulk of rural women at least for the next ten to fifteen years during which we do not expect any marked change in their socio-economic condition.

Our rural women have a long tradition of carrying on household industries extending over centuries. If we analyse table 8.4 we find that most of the vocations suggested for training are those

which can be carried on in the household itself.

It is, however, also known that the traditional household industries are stagnant or decaying. The average earnings from them are also low. This, therefore, underlines the need for developing non-traditional industries which can be decentralised at the household or village level. The reason why tailoring, embroidery, garment making etc. became so popular is precisely because of this. The raw-material (cloth) can be distributed in households & finished products collected by the contact men. The rates are also higher than those in traditional industries. Hence the marked preference of rural women for this type of training. The preference for plastic work, clay modelling, book binding etc. can be explained in similar terms.

Another trade of a similar type that we would like to recommend is electronics e.g. radios, transistors, calculators, voltage stabilisers etc. A number of households in a village can form a rural women cooperative which can secure order from or work on behalf of the Kerala State Electronic Development Corporation or other electronic firms.

The raw materials may be distributed to women members of the cooperative for production & assembly. Each woman may specialise on a particular job and should be paid on a piecerate basis. Procurement of raw material and marketing should be the responsibility of the main firm. We understand that some scheme like this has already been initiated by the Kerala State Electronic Development Corporation. We support this and would like this to be extended further. Soap, candle, matches agarbati, polythene bags, ice-cream cups, printing and book binding, ceramics tiles furniture marking, textile dyeing and printing, paints, varnishes, ink, lamp shades, badges, artificial flowers, musical instruments, bakery and confectionary, exercise books, processing of agricultural products toys, paintings etc. appear to be other such industries provided appropriate organisations for supply of raw materials and sale of output are evolved. What vocation to include in this category would, therefore, essentially depend upon organisational considerations.

All such modern industries which can be decentralised at the household and village level without rise in costs should be given the first priority in training for rural women.

8.6 Other Household Industries:-

It is, however, obvious that the above industries by themselves cannot absorb all the rural women. Training should, therefore, be provided in other household industries also i.e. the traditional ones like spinning, handloom weaving, coir works, handicrafts, mat-making, basket-making etc. Rural women are generally familiar with these vocations because of the informal training that they receive. This is hereditary familial, or on the job. The objective of the training programme in such cases is to raise the standards of skill so as to increase the productivity and earning capacity of workers.

In this connection, it may be mentioned that the State Khadi and Village Industries Board has embarked upon a Special Employment Programme to find employment opportunities to one lakh people in the State through Khadi and village industries. The idea is to provide employment to 100 persons in each Panchayat which number about 1000 in the State. 50% of the employment will be under Khadi Sector and the other 50% under village industries and of the total one lakh persons, 65% will be for women. Appropriate



training programme in keeping with this employment generation programme should be initiated.

8.7 Agro-based Vocations:-

Agriculture is a primary occupation and is practised in the village itself. Moreover, the growth of industries is not expected to be so fast as to absorb surplus labour power. Hence, employment for the new entrants to the labour force in rural areas has to be found in agriculture related activities. That is why Government has been putting increasing emphasis on the development of agriculture and allied activities. In this connection, there seems to be some scope for several industries processing agricultural and horticultural products such as food canning and preservation, tapioca starch making, activated charcoal, toys and buttons out of coconut shell, vinegar and jam out of cashew apples, etc. Other related activities are dairying and poultry. In 1974-75, livestock numbered 8,994,90 and poultry 49,36,469 lakhs. Promotion of animal husbandry and poultry is an important component of rural development programmes specially those designed to improve the condition of the rural poor such as the SFDA or the IRD.

Apart from Governmental subsidy, banks have also been directed to give loans for purchase of livestock and poultry. As a result of this, there seems to be scope for employment potential in this sector. This is an activity which can be handled by the women. They should, therefore, be given training for improved dairy and poultry practices as well as in vocations like making of cattle feed & poultry feed. Here also maximum advantage can be derived if appropriate marketing links are established.

#### 8.8 Fisheries & Forests:-

The State of Kerala accounts for about 25% of the total fish production in the country. Fishing is the traditional occupation of over 3 lakh people in the State. Its annual catch is estimated over 4,20,000 tonnes. Fish has figured as an important item of export from this State. Fishing has witnessed significant growth in the last few years. There are about 150 plants, 100 quick freezing, 40 canning engaged in the processing of fish industry in the State. Many subsidiary industries like refrigeration, cane making, boot making, manufacture of fishing nets, gears and tackles, cartons

and packaging cases have also come up in a big way in the State. It is estimated that about 5.5 lakh persons are engaged in the various branches of the fish industry. Rural women have traditionally been engaged in fishing. However, according to a study conducted by the Centre for Development Studies, Trivandrum, the new developments in fishing have adversely affected the employment of women. This finding, was, of course, disputed by the representatives of the State Fisheries Department with whom we had discussions. But even they admitted that the Department does not run any training programme for the women engaged in fishing industry. There is obviously a good scope for training programme in fishing and its ancillary industries such as fish net making, fish preservation processing and marketing etc.

Forest, which is a rich source of industrial raw materials, occupies an area of 10,82,000 hectares in Kerala. All districts except Allepey share forest land of the State. Hard and precious timbers like Rose-wood and Teak for various purposes, soft woods for pulp, packing cases, plywood etc. bamboo for the products ranging from paper to handicraft items,

canes, ivory, honey etc. are important produce from Kerala forests. Women are already engaged in picking up minor forest products & in basket making etc. with training, their productivity and earning power can increase. Training for forest based products will be specially useful for tribal women.

8.9 Other Vocations:-

The existing trades/vocations in the engineering and service sectors such as civil, mechanical, electrical chemical and instrumentation engineering etc. on the one hand and typewriting, short hand, commercial practice, teaching & nursing on the other hand may continue. At the same time, advantage may be taken of several new activities and institutions which are going to be established by the Government specially in rural areas for their development. These include schemes for rural marketing, warehousing, development of credit and cooperative institutions, opening of primary health centres, adult education centres etc. Unless women are properly trained many of these activities or programmes will bypass them as they have done in the past. They can occupy managerial and administrative positions

in these provided they are trained for the purpose. One difficulty is that they have to compete with men for all of these positions. The feasibility of earmarking certain jobs for them may be explored and appropriate training provided. Some of the new jobs in the tertiary sector may include, creche-mother, family planning promoter, primary health worker, midwifery and child health care, bus conductor, tourist guide, traffic constable and hotel staff.

8.10 Summing up:-

We have given a long list of trades/vocations training in which may be introduced/strengthened. The list is illustrative rather than exhaustive. We have been more concerned with throwing light on the main considerations that should be taken into account while identifying trades or vocations for training. These are for women having different levels of education. Bulk of them are for those who are below matric as it is they who constitute the majority.

The illustrative list of trades/vocations suggested for training is given below.

Modern household industries:-

Tailoring, garment-making, embroidery etc, electronics, soap-making, candle-making, matches, agarbati, polythene bags, ice-cream cups, printing and book binding, ceramics, tiles, furniture making, textile dyeing and printing, paints, varnishes, ink, lamp shades, badges, artificial flowers, musical instruments, bakery and confectionary, exercise books, processing of agricultural products, toys, paintings etc

Other household industries:-

Spinning, handloom weaving, coir works, handicrafts, mat-making, basket making etc. and other industries to be promoted by the Khadi & Village Industries Board.

Agro-based Vocations:-

Food canning and preservation, tapioca starch making, activated charcoal, toys and buttons of coconut shell, vinegar and jam out of cashew apples, dairying and poultry, cattle feed and poultry feed.

Fisheries and Forests:-

Fish net making, fish preservation, processing and marketing, a number of forest based products.

Other Vocations:-

Civil, mechanical, electrical, chemical, instrumentation engineering etc, typewriting, shorthand, commercial practice, teaching, nursing, creche-mother, primary health worker, family planning promoter, midwifery, child health care, bus conductor, tourist guide, traffic constable, ~~hotel~~ staff, cooperative staff, credit staff, village warehouse manager, marketing inspection, etc.



CHAPTER IX

ORGANISATIONAL ASPECTS

9.1 Existing Organisational Pattern:-

Educational and training facilities in technical and vocational fields is imparted by a variety of institutions in Kerala. These institutions are open to males as well as females. Some institutions are exclusively for female candidates. For example there are three women's Polytechnics and one Women's I.T.I. Some institutions are run by the Government and some by the private individuals or associations. For example, there are three categories of industrial schools. (1) 15 schools are directly managed by the Government through its Department of Technical Education, (2) 99 schools are private but are recognised by the Department of Technical Education and are allowed to present students for public examination. (3) In addition to the two categories mentioned above, there are innumerable privately owned unrecognised industrial schools throughout the State. These schools are not governed by any rules framed by Government, though they follow the syllabus approved by the Government and prepare students for the Public Examinations. But these schools are handicapped in so far as they are barred from presenting

students to the public examinations direct. It is understood that they depend on recognised schools for sending up students for the public examinations.

The institutions run privately can get grant from the Government and a large number of them do take advantage of this facility. Among the grant-in-aid schools there are a few schools run for the Harijans and approved for special aid by the Harijan Welfare Department. The Department provides certain concessions to the Harijan students of these institutions.

The Department of Technical Education controls and coordinates technical education in the State at several levels under advice from the universities and State Board of Technical Education. It is headed by the Directorate of Technical Education and is supervising the functioning of and payment of grants to private commercial and industrial schools under the Grants-in-aid Scheme.

The Department is engaged in imparting technical education through the various categories of Technical Institutions both under Government and Private Management. The selection and allotment of students to various technical institutions viz., Engineering Colleges and Poly-technics both under Government and Private Managements are done by the Director. The Department grants various kinds of

scholarships to the students undergoing technical education.

The control of academic matters in respect of the Engineering Colleges rests with the universities to which they are affiliated and that of several other institutions at and below the Diploma level with the State Board of Technical Education. The Degree Examinations are conducted by the respective universities and the other examinations by the Examination Wing of the Department of Technical Education on behalf of the State Board of Technical Education.

The State Board of Technical Education is the highest advisory board in the State to advise both the Government and the Department of Technical Education in matters of Policy in technical education. The affiliation of new institutions and courses of studies at and below diploma level fall within the purview of the Board. For academic matters at and below the Diploma level, there is a Board of Studies in Engineering and Technology which advises the State Board of Technical Education. The Board has 36 members including officials and non-officials. The Education Minister is the Chairman and the Director of Technical Education is the Member-Secretary.

There are a large number of technical and vocational institutions which are managed and controlled by other departments of the Government. For example, the 15 Industrial Training Institutes (the ITIs) which run courses in different trades - some for the duration of one year and some for two years, are under the control of Director, Employment and Training, Department of Labour.

The Departments of Harijan and Tribal Welfare of the Kerala State Government have been running a large number of training centres as well as production-cum-training centres for the scheduled castes and scheduled tribes members in cottage industries and crafts like handloom weaving, carpentry, cutting and tailoring, coir works, kora grass, basket making etc. The stipends to the trainees is also paid and controlled by these Departments.

The Department of animal Husbandry runs its own programme of Training of Farmers in Livestock and Poultry Rearing Practices. The Kerala Agricultural University runs a Livestock Assistants Training course of 11 months duration to the SSLC Holders.

The Central Social Welfare Board Sanctions grants to a number of voluntary agencies in the State for conducting vocational training courses. 66 Institutions were assisted

/148/

in the current year. The Kerala State Council for Child welfare officers (Balsevikas). Each centre trains about 50 candidates for a one year course. The training helps the Balsevikas to work in Balwadies, Creches, Nursary schools, Day care centres and Recreation centres. Since 1978, the council has also started 3 training institutions to train Anganwadi workers of the ICDS programme. The entire expenditure for the Programme is met by the Social Welfare Department, government of India through the India Council of Child Welfare.

Training for Nursing and para-medical staff has good coverage and quality. Along with modern medicine there is a well developed system of indigenous medical system in Kerala. There are 9 Government schools and 31 private schools for General Nursing. For the training of ANM there are 4 Government schools and 8 Private schools. The ANM schools have provision for training the Multipurpose Health workers too. Sanction has already been accorded by Government to open 4 new training schools for Multi-purpose Health workers (Female) at Quilon, Kottayam, Trichur and Malappuram with 140 annual admission.

#### 9.2 Suggested Organisation:-

It is obvious from the above survey that vocational education is managed by both government as well as private agencies and that several departments of the government are involved in this field. We recognise the role that private enterprise has played in the development of technical and vocational education in the State. But, as we mentioned

in an earlier chapter, all is not well with the management of private institutions. Teachers are not well paid in a number of them. Several of them depend more or less completely on government grant. A few are run as profit-making institutions. We, therefore, feel the need for greater involvement of the government in the Organisation of vocational training programme. The rural women included in our sample also feel public agencies should assume more responsibilities in this respect. To a question as to who should organise vocational training programme, about 49 percent mentioned government, 41 percent Panchayat and 9 percent Mahila Mandel. Most of them (90 percent) are also in favour of local contribution by way of building facilities, finance and labour. We are in agreement with this viewpoint. We, therefore, suggest that the government should take initiative in organising training facilities in cooperation with local communities which may be asked to contribute in terms of building, finance and labour etc. to the extent that they can. The institutions thus established may be managed by a committee consisting of local representatives and government officials. At the same time, the working of the existing private institutions should be regulated and standardised so that they observe minimum standards with respect to teaching, workshop facilities and staff. Governmental grant to them, fixed

several years ago, should also be revised upward in the light of changes in the price level.

We notice that the governmental intervention in the field of technical and vocational training is being exercised by several departments such as Department of Technical Education, Directorate of Employment and Training, Harijan & Tribal Welfare Department, Social Welfare Board etc. We have seen, how, in the absence of any coordination between them: There has been a ~~top~~ sided development of training facilities resulting in excess concentration in certain areas to the neglect of others. It is, therefore, necessary that the training works of different departments should be coordinated at the State and district level by constituting a State & District Committee on vocational Training with representations of the concerned departments including important user departments such as Industries. The Department of Technical Education or the Directorate of Employment and Training may be declared the nodal department for this purpose. The Committee should obtain data and information on all aspects of vocational training, publish them, and advise on important policy matters. Implementation of any special programme such as the TRYSEM should be supervised by this committee or by the nodal Department on its behalf. It is also suggested that the functionaries of Panchayati Raj bodies, Khadi and Village Industries Board, Handloom Board etc. are also associated in the formulation and implementation of the training programmes.



/151/

There should be periodic review, monitoring and evaluation of the training programmes. Follow up studies on placement of trainees should be conducted and the views of extrainees may be obtained from time to time while reviewing courses of studies. Appropriate organisation for this purpose should be established at all levels under the overall control of the department given nodal responsibility.

As emphasized earlier also in this report, vocational training should not be viewed in isolation but should be related to programmes of employment generation. As regards rural women, priority in this connection should be given to develop self-employment programmes related to modern industries which can be carried on in the households. This would require an efficient organisation at the village or block level for supply of raw materials and marketing of products. Thus, at the micro level, organisation for the training of rural women should form a part of an overall organisation for bringing about their development through employment. For effective and quick results in this respect, there is need for setting up of Rural Women's Development Agency in each district. This would perform the tasks of formulation of training programmes, placement of trainees, oversee training-cum-production centres, take works from

large firms on a sub-contracting basis, encourage formation of industrial cooperatives of rural women for raw materials and marketing. It will perform these functions in coordination with other government agencies and it will also be a member of the coordination committees at both the district and State level. This Agency should utilise to a maximum extent feasible, the prevailing institutional infrastructure including the present tools and equipments, personnel, building etc. Its managing committee should comprise of representatives from the Departments of Technical Education, Employment and Training Industries, Panchayati Raj, Women and Social Welfare, Harijan and Tribal Welfare and the District Lead Bank.

It is necessary to try the above scheme on a pilot basis for three years in one or two districts. For this purpose, the district of Quilon or Trichur are suggested as we have found them more representative of the State as a whole. An Action Research Programme should be simultaneously launched so that the experience is analysed and modifications introduced as and when necessary. This work may be entrusted to some research institution dealing with research in social sciences and administration.

So far as organisation at the national level is concerned, we do not envisage much change since we feel that schemes related to technical and vocational training for

/153/

Rural women should best be handled at the State level. The Centre should continue to provide necessary technical and financial support to the States and provide liason with international organisations. It should also provide a forum for exchange of ideas and experiences of different States. From time to time, it should make an overall review of specific programmes across different States on common format so as to enable one State to learn from the experiences of others. It should throw new ideas and suggestions and provide the funds, if required upon to do so. Its role is that of a catalytic agent. However, in order to ensure that the different departments of the Central Government do not give contradictory advice to their respective State counterparts, it is necessary that there is some coordination between them with some department either Labour or Rural Reconstruction or Education or Planning given the responsibility of coordination.

Chapter X

SUMMARY OF IMPORTANT FINDINGS AND RECOMMENDATIONS

Chapter I

- (1) The participation rate of rural women in India is very low as compared to many developed and developing countries. This rate declined from 25.65% in 1961 to 13.09% in 1971. However, the rates in rural areas are higher than those in urban areas.

Chapter III

- (2) Female population in Kerala is greater than male population. (3.2)
- (3) Kerala villages have little resemblance to the villages in other parts of the country. The settlement pattern shows a continuity. Hence the difference between the rural and the urban areas is not so pronounced. (3.3)
- (4) According to 1971 census, nearly 84% of the population of the state is rural. (3.3)
- (5) The rate of literacy in Kerala was 60.42% in 1971 as against 29.45% in India. High rate of literacy of women (54.31%) and of rural people (59.28%) are two special features of the State. (3.6)
- (6) Representation of women is found in all types of industries. (3.9)

- (7) During the year 1976-77, there were 3,25,196 women employees employed in the organised sector; the proportion of women employment to total was 35.1 per cent. (3.10)
- (8) The number of women registrants in the Employment Exchanges in the State was 249.3 thousands during 1976-77 which increased to 379.0 thousands, during 1978-79 indicating thereby a growing number of women job seekers. (3.10)
- (9) Unemployment, specially among the educated is a grave problem. The problem of unemployment is the most acute in this State. Women workers belonging to agricultural labour households remain employed only for 135 days in a year as against the All-India average of 179. (3.11)
- (10) The wage rates in Kerala are generally higher than those in most of the other states in the country. However, even here, women earn less than men specially in non-agricultural occupations. (3.11)

#### Chapter IV

- (11) The participation rate of female in the district of Quilon declined from 19.20% in 1961 to 12.87% in 1971. (4.3)

- (12) The majority of the females (30.9%) are in the active working age group of 16 to 25 years - at a stage most appropriate for receiving vocational training. (4.9.1)
- (13) A majority of women in the district have studied upto middle school level. The literacy rate among females is as high as 82.4 per cent. (4.9.2)

Chapter V

- (14) As a result of the sustained efforts made in the past, the State has developed a broad based structure for providing technical education at all levels. (5.2)
- (15) Apart from training centres, there are 23 Production-cum-Training Centres in the State managed by the Department of Harijan and Tribal Welfare. (5.2.3)
- (16) Training in nursing is an important component of training for women in rural & urban areas. (5.2.5)

Chapter VI

- (17) Even now a majority of rural women (51%) are not familiar with any vocation. And most of the skilled rural women have received only informal or on the job training. About 28 per cent of the respondents were not even aware of the vocational and technical training facilities. A substantial proportion of them are not making use of the existing training facilities. (6.1)
- (18) Training facilities in the State should be expanded (6.1)
- (19) Necessary extension measures may be taken for increasing the awareness and use of vocational training facilities. (6.1)
- (20) Training programmes for those having little education should be evolved and spread throughout the State. (6.1)
- (21) The number of scholarships and stipends is not adequate and should be increased. (6.2)



- (22) The distribution of existing training facilities is very uneven as between different districts and between rural and urban areas. Most of the facilities are concentrated in urban areas of a few districts. Hence efforts should be made to start new training centres in rural areas and in those districts which have less than their fair share so that a more equitable distribution can be achieved. (6.3)
- (23) There are disparities in the distribution of training facilities even within a district. Hence training facilities be dispersed throughout a district so that the trainees can easily commute the distance. (6.3)
- (24) The position with regard to employment of women in Polytechnics is not at all satisfactory. (6.4)
- (25) The Industrial Schools have a majority of their instructors as women; but their level of emoluments are very low. (6.4)
- (26) The absorption of women in institutions of vocational training should be increased. (6.4)
- (27) The Production-cum-Training Centres suffer from several limitations. (6.5)

Chapter VII

- (28) As many as 76.63 per cent of our sample household women were not employed. Almost all of them felt that rural women experience difficulty in getting employment. They expressed the view that acquisition of training would enhance their chance of getting a job. They also foresaw good prospect for marketing the products that may emerge as a result of training. (7.1)
- (29) It follows from the above that any programme of vocational training must be related to job opportunities. (7.1)
- (30) Existing training facilities do not ensure employability. (7.1)
- (31) The existing training institutions should review their programmes and make them job-oriented. (7.1)
- (32) It would be necessary to identify various sectors and activities which have greater scope for gainful employment and assess manpower needs at different levels. (7.1)
- (33) Manpower studies, considered necessary for the above purpose, should be undertaken by groups of technical experts. (7.1)

- (34) The training institutions should themselves conduct periodic industrial and other surveys in their vicinity and keep themselves otherwise in contact with developmental activities so that they are aware of the trends in employment and their implications for training. (7.1)
- (35) While preparing project reports and programmes, information on number and skill composition of persons to be employed may be provided. Information on time phasing should also be provided. (7.1)
- (36) Efforts should also be made to estimate job availability in terms of various skills in the private sector. (7.1)
- (37) Making an estimate of number of trainees to be trained is a continuous process and should be made the responsibility of concerned manpower organisation of the State Government. (7.1)
- (38) Rural women have expressed a marked preference for assured, full time and permanent employment. The training programme should, therefore, aim at equipping them to discharge their responsibilities in these respects. (7.2)

- (39) A large majority of the formally trained women have studied for a duration of one to three years. (7.3)
- (40) Government should explore the possibility of introducing short term courses of 6 to 12 months duration. (7.3)
- (41) Facilities for part time training may also be created. (7.3)
- (42) Vocational training for rural women should be brought within the ambit of the programme of creches introduced by the Government. (7.3)
- (43) With respect to self-employment, training in entrepreneurial development should form an integral part of the training programme. (7.4)
- (44) Considering all aspects, there is no case for introducing mobile training centres. (7.5)
- (45) Government should encourage the establishment of Production-cum-Training centres. (7.6)

#### Chapter VIII

- (46) Most of the training facilities relate to engineering trades. (8.1)

- (47) Bulk of the training facilities available to rural women are related to vocations associated with garment industries, shorthand and typewriting and teaching. (8.2)
- (48) There is an urgent need for diversification of trades and vocations in which training should be imparted. (8.2)
- (49) Only 9 per cent of the unemployed females would prefer working in cashew processing and coir works industries despite the fact that a majority of the already employed females are working in them. (8.3)
- (50) The thrust of the vocational training programme should lie in non-traditional trades and crafts. (8.3)
- (51) Largest number of respondents suggested tailoring and allied vocations such as embroidery and stitching as their preferred vocation for training. Next came the preference for plastic work followed by weaving, poultry and dairying. (8.4)
- (52) There is a need for developing training in non-traditional industries which can be decentralised at the household and village level. Electronics is one example. Several other examples are given. These should be given first priority in training. (8.5)

- (53) Training programme with respect to the traditional household industries should aim at raising the standards of skill. (8.6)
- (54) Appropriate training programme in keeping with the employment generation programme of the Khadi and Village Industries Board should be developed. (8.6)
- (55) There is good scope for training in a number of vocations related to agriculture and allied activities such as dairying and poultry. A list is given. (8.7)
- (56) There is a good scope for training programme in fishing and forestry and activities ancillary to them. (8.8)
- (57) Training programmes in several existing trades and vocations should continue. (8.9)
- (58) There is need to develop training programmes suited to the requirements of new activities and institutions which are to be established by the Government specially in rural areas. A list of such activities is given. (8.9)
- (59) The following is a list of some of the trades/ vocations training in which may be introduced/ strengthened.
- The list is illustrative rather than exhaustive. (8.10)



Modern household industries:-

Tailoring, garment-making, embroidery etc, electronics, soap-making, candle-making, matches, agarbati, polythene bags, ice-cream cups, printing and book binding, ceramics, tiles, furniture making, textile dyeing and printing, paints, varnishes, ink, lamp shades, badges, artificial flowers, musical instruments, bakery and confectionary, exercise books, processing of agricultural products, toys, paintings etc.

The household industries:-

Spinning, handloom weaving, coir works, handicrafts, mat-making, basket making etc. and other industries to be promoted by the Khadi & Village Industries Board.

Agro-based vocations:-

Food canning and preservation, tapioca starch making, activated charcoal, toys and buttons of coconut shell, vinegar and jam out of cashew apples, dairying and poultry, cattle feed and poultry feed.

Fisheries and Forests:-

Fish net making, fish preservation, processing and marketing, and a number of forest based products.

Other Vocations:-

Civil, mechanical, electrical, chemical, instrumentation engineering etc, typewriting, shorthand, commercial practice, teaching, nurshing, creche mother, primary health workers, family planning promoter, midwifery, child health care, bus conductor, tourist guide, traffic constable, hotel staff, cooperative staff, credit staff, village warehouse



Chapter IX

- (60) Educational and training facilities in technical and vocational fields is imparted by institutions run by the Government and private individuals and institutions. (9.1)
- (61) The Department of Technical Education controls and coordinates technical education at several levels under advice from the Universities and the State Board of Technical Education. However, several other departments of the Government such as Directorate of Employment and Training, Harijan and Tribal Welfare Department, Social Welfare Board etc. also run their own programme quite independently. (9.1)
- (62) Government should take initiative in organising training facilities in cooperation with local communities. (9.2)
- (63) Working of the existing private institutions should be regulated and standardised. (9.2)
- (64) Government grants to private institutions should be raised in the light of changes in the price level. (9.2)

- (65) Training work of different departments should be coordinated at the State and district level by constituting a state and district committee on vocational training with representatives of the concerned departments including important users. (9.2)
- (66) The Department of Technical Education or the Directorate of Employment and Training may be declared the nodal department for this purpose. (9.2)
- (67) The functionaries of Panchayati Raj bodies, Khadi and Village Industries Board, Handloom Board etc. are also associated in the formulation and implementation of the training programmes. (9.2)
- (68) There should be periodic review, monitoring and evaluation of the training programmes. Follow up studies on placement of trainees should be conducted and the views of ex-trainees may be obtained from time to time while reviewing courses of studies. Appropriate organisation for this purpose should be established at all levels under the overall control of the department given nodal responsibility. (9.2)

- (69) There is need for setting up of Rural Women's Development Agency in each district. This would perform the tasks of formulation of training programmes, placement of trainees, oversee training-cum-production centres, take works from large firms on a sub-contracting basis, encourage formation of industrial cooperatives of rural women for home production of specific items, arrange for raw materials and marketing. (9.2)
- (70) It is necessary to try the above scheme on a pilot basis for three years in one or two districts. For this purpose, the districts of Quilon or Trichur are suggested. (9.2)
- (71) An action Research Programme should be simultaneously launched so that the experience is analysed and modifications introduced as and when necessary. This work may be entrusted to some research institution dealing with research in social sciences and administration. (9.2)
- (72) There should be some coordination amongst the concerned departments of the Central Government dealing with vocational training. For this purpose either Labour or Rural Reconstruction or Education or Planning Department should be given the responsibility of coordination. (9.2)



R E F E R E N C E S

1. Year Book of Labour Statistics 1972.  
ILO, Geneva.
2. Census of India, 1971.
3. S.A. Khan and B. Faiz, The Environment Attitudes and Activities of Rural Women, Pakistan Institute of Development Economics Islamabad, Research Report No.98, April 1976 and Employment Growth and Basic Needs, ILO Report, Geneva 1976.
4. Kurien, John Towards an understanding of the Fish Economy of Kerala State Centre for Development Studies, Trivandrum 1978.
5. Draft Five Year Plan 1978-83 Vol.1.
6. Draft Five Year Plan 1978-83 Vol.11.
7. District Credit Plan 1980-82 and Action Plan 1980 for Trivandrum District.
8. District Industries centres in Kerala (Action Plan for 1979-80 and 1980-81).
9. Report of the Committee on Vocationalisation of Higher Secondary Education. 1978
10. New Industrial Possibilities in Quilon District.
11. Report on census of Handlooms 1976.
12. Report on the working of the Private Industrial Schools in Kerala.
13. Production-cum-Training centres and other Training centres of the Harijan Welfare and Tribal Welfares Deptts. an Evaluation Study.
14. Department of Technical Education - "Social Services; material for discussion at subject committee, Kerala Legislative Assembly 1980-81.
15. Department of Technical Education - Sixth Five Year Plan 1980-85 Proposals.
16. Economic Review 1977.
17. Economic Review 1979.
18. Kerala Annual Employment Review March 1977.

19. Kerala Annual Employment Review March 1978.
20. Kerala Annual Employment Review March 1979.
21. Third All-India Educational Survey - Technical Vocational Education and Training - Kerala. Institute of Applied Manpower Research New Delhi. 1975.
22. Man Power Studies Vol. I, 1977.
23. Man Power Studies Vol. II, 1979.
24. Man Power Studies Vol. III, 1979.
25. Deptt. of Technical Education Handbook 1974-75.
26. Women in Kerala, 1978.
27. Social Welfare Deptt. Admn. Report 1976-77.
28. Statistical Handbook of Kerala 1979.
29. Kerala state- occupational - Educational pattern of Employees.(Public Sector 1973)
30. Occupational-cum-Educational Pattern (Private Sector 1973).
31. Kerala State Quarterly Employment Review 6/77.
32. Kerala State Quarterly Employment Review 12/77.
33. Kerala State Quarterly Employment Review 6/78
34. Kerala State Quarterly Employment Review 12/78.
35. Kerala State Quarterly Employment Review 6/79.  
(Two copies).
36. Industrial Training Deptt. Admn. Report 1976-77.
37. Industrial Training Deptt. Admn. Report 1977-78.
38. Calender of Training of the Extension Training Centres 1979-80.
39. A Report of activities of Kerala State Council for child welfare 1980.

- 170 -

40. India Bank, Credit Plan For 1980-82  
District Quilon, Kerala State.
41. Government of Kerala, Action Plan. District  
Industries Centre Quilon, Department of Industries  
and Commerce.
42. Dixon, Ruth B. RURAL WOMEN AT WORK, Strategies for  
Development in South Asia, Baltimore, John Hepking.

